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ABSTRACT

This catalog of Evergreen State College, a college in Olympia, Washington that first opened its doors to students in September 1971, presents an overview of the unique academic program offered at the college. Information is given on courses offered in the past, information concerning supporting services, policies and procedures to be followed in the admission and registration process, the means and manner of governance at the college, and accreditation information. Credit may be earned at Evergreen by means of (1) coordinated studies or (2) contracted studies. Methods of learning include: participation in seminars, lectures, tutorial conferences, and workshops; performance of assignments in reading, writing, and other forms of communication; individual research and creative projects in the natural sciences, social sciences, humanities, arts, and many interdisciplinary combinations; cooperative education by working in offices, agencies or businesses; field trips, community service projects, and overseas study; completion of self-paced learning units and College Level Examination Program tests; and involvement in public presentations and performances. A supplement presents the specific schedule and course offerings for academic year 1972-73. (HS)

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The Evergreen State College · Bulletin 1972-73

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The Evergreen State College Bulletin 1972-73

Olympia, Washington 98505 *(206) 753-3111*

about the photographs in this book . . .
Some are illustrative;
some are of the beauty around us;
the rest are of Evergreen people
it matters not what their titles are,
only that they are here
and part of our community.

Cover Photo by Student Stewart Tilger

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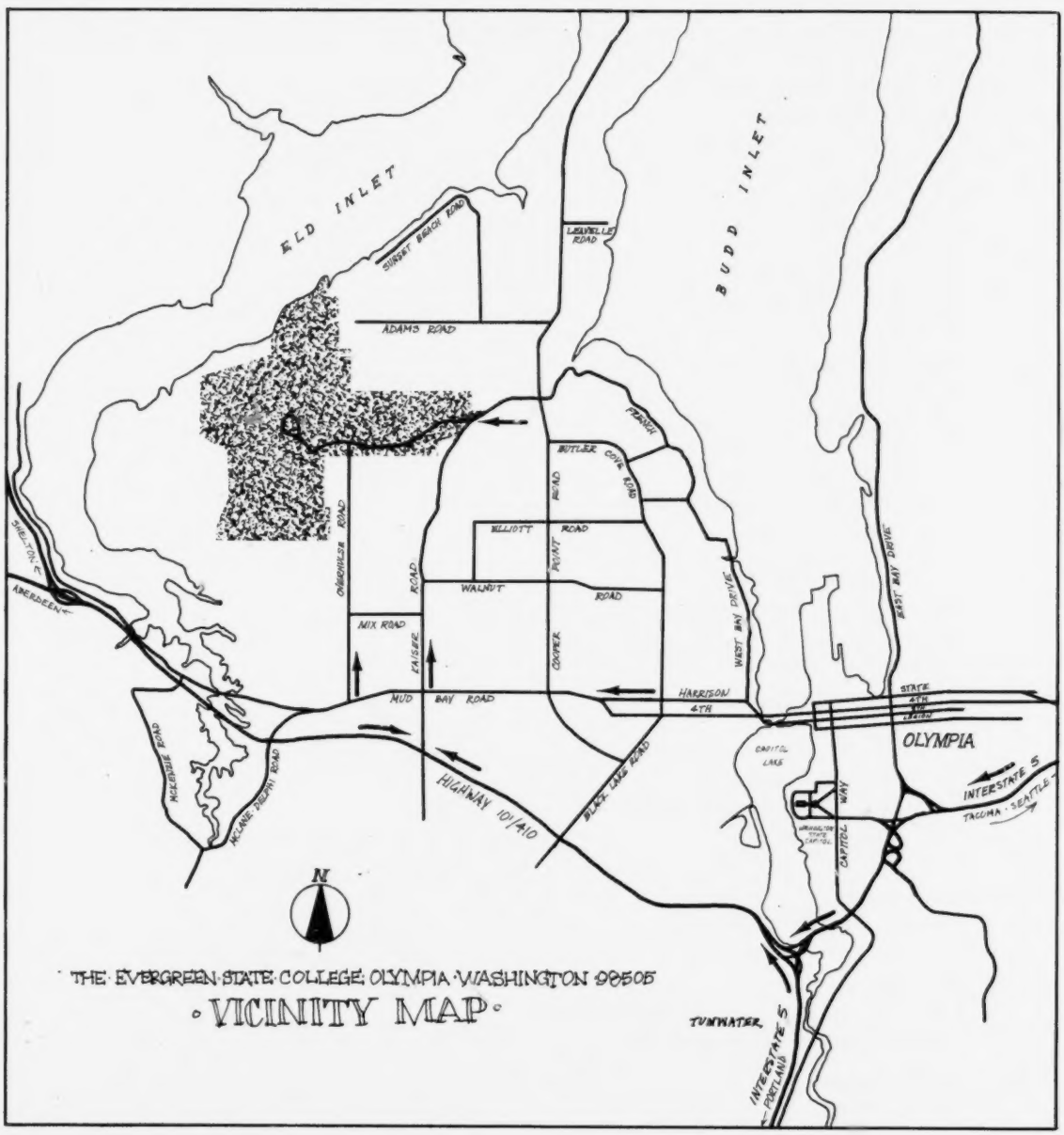
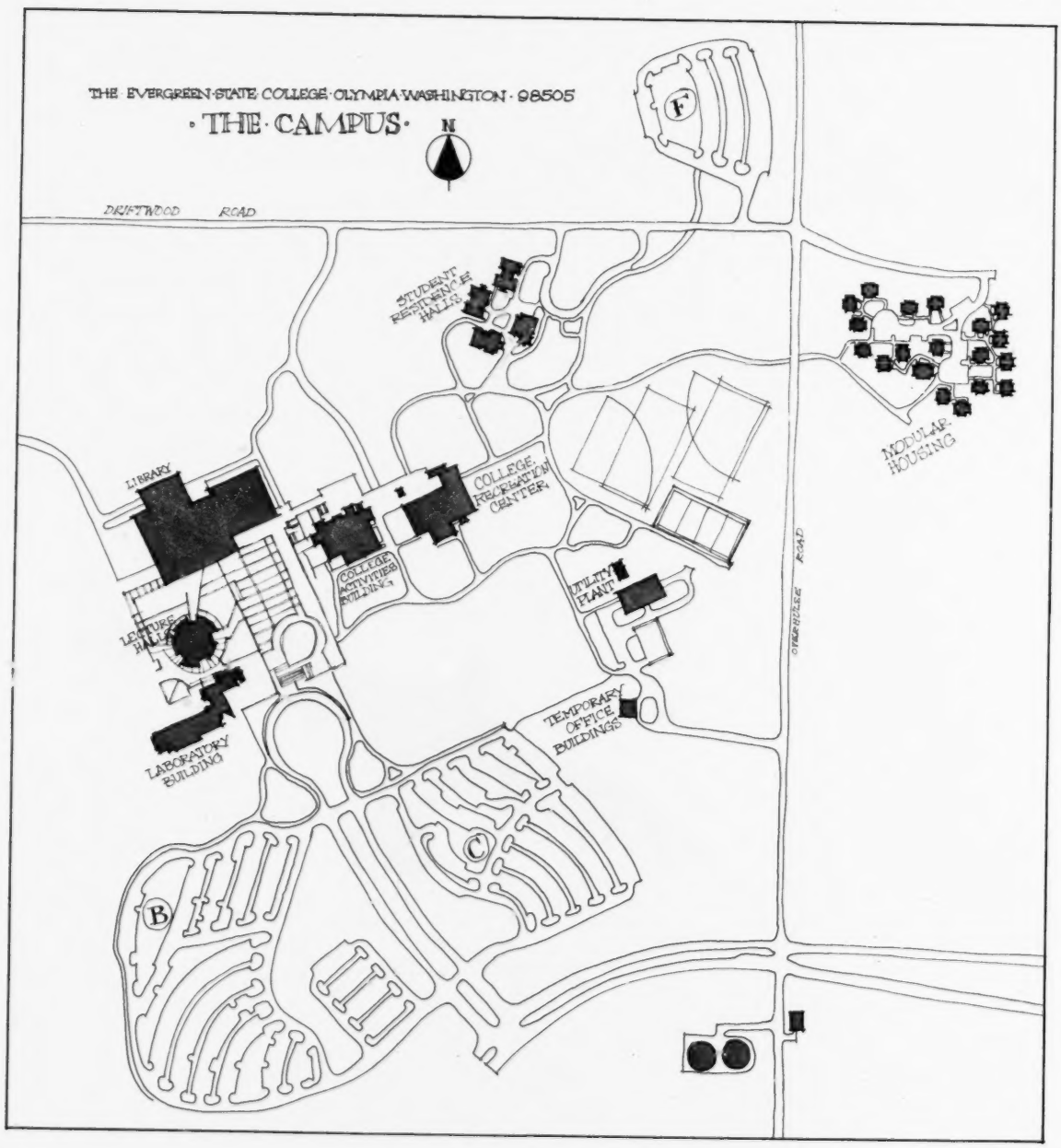
Vicinity Map



Campus Map


THE EVERGREEN STATE COLLEGE · OLYMPIA · WASHINGTON · 98505
· THE · CAMPUS ·
N
DRIFTWOOD ROAD
F
STUDENT RESIDENCE HALLS
MODULAR HOUSING
L'BRARY
COLLEGE RELATION CENTER
COLLEGE ACTIVITIES BUILDING
UTILITY PLANT
OVERHULSE ROAD
LECTURE HALL
LABORATORY BUILDING
TEMPORARY OFFICE BUILDINGS
C
B

The truth shall make you free.
St. John

It is more from carelessness about the truth, than from intention of lying, that there is so much falsehood in the world.
Samuel Johnson

There is but one sure road of access to truth—the road of patient, cooperative inquiry operating by means of observation, experiment, record, and controlled reflection.
John Dewey

Dear Reader,

For as far as we can see into the past, man has been caught up in the struggle of separating true from false, or perhaps more precisely, of discerning realities from appearances. Man learned that there were long-run benefits in establishing places like Evergreen, where men and women were maintained by their fellowmen to work full time at the tasks of discerning realities from appearances, of realigning the more durable realities as change occurs, and of teaching people, more by example than anything else, how to discern.

These places of discernment, colleges, have come to be looked upon as gates through which one passes to something beyond—work, graduate study, or simply an existence different somehow because one's self had changed. There are, of course, important ways of looking at colleges other than as gates, but to adopt that popular view for the moment would allow me to associate an old metaphor with it.

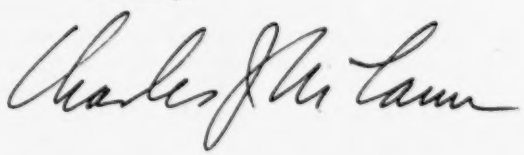
Since ancient time, poets, when dealing with the true versus the apparent in dreams, have used the metaphor of the gates of the mind: the gate of horn and the ivory gate; the one admitting truth, the other, falsehood. May Evergreen be for you like the gate of horn, the gate of truth.

The reliable way to truth is through learning. There will be three facets to your learning here. You will learn concrete things, facts, ideas, relationships. You will learn how to work with groups of people, which is how most of your work in life will be done, adjusting to new groups, helping each solve the problem it has tackled. You will, if we have all done our work well, learn how to learn; how to get data, how to deal with it, having gained confidence in your ability to handle situations where you either learn or remain helpless.

But the passage through to truth is rough, and freedom is hedged by thorny contingencies. Colleges and the individuals in them are themselves part of the human condition, subject to all the factors that, like swirling fog, make it difficult to discern realities and hold to them, avoiding mere appearances. No one of the three kinds of learning is easy. Successful passage will have meant reading, observing, working through problems, summoning the willpower to open the mind to new and seemingly difficult concepts, communicating what has been learned, and remaining receptive and patient during long hours of conversation. In the absence of mass prescriptions, you will have the added responsibility (freedom!) of continually focusing on your *ends, on what you're here* for. *Members of the faculty will share all this joy and labor with you, inasmuch as they profess learning and must continue learning to remain true; and because one of Evergreen's goals is to make your passage as individual as possible, each person here is committed to helping you realize your goal.*

If you come, you will be expected to take up our common responsibility of keeping Evergreen like the gate of horn, a gate of truth. For if Evergreen is unique in its outward appearance, it is not unique in its purpose: the discerning of reality, the insisting upon honest, workmanlike intellect in those who would claim to have been educated for a free society.

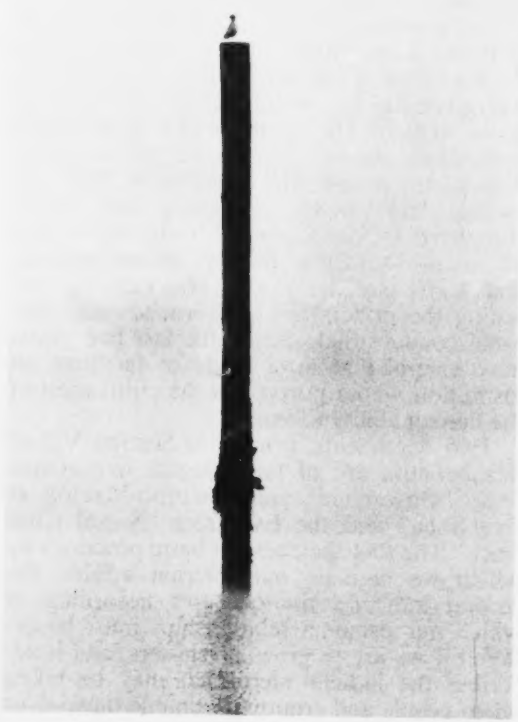
Sincerely,



LOOKING TOWARD A SECOND YEAR

The vagaries of printing, despite the technological miracles of our time, are such that this second catalog of The Evergreen State College must be prepared in the very early months of its life as a functioning institution. For most of us directly associated with the College, our reactions to our open doors and to our lively classrooms are compounded of joyful wonder and an awed awareness of work still before us.

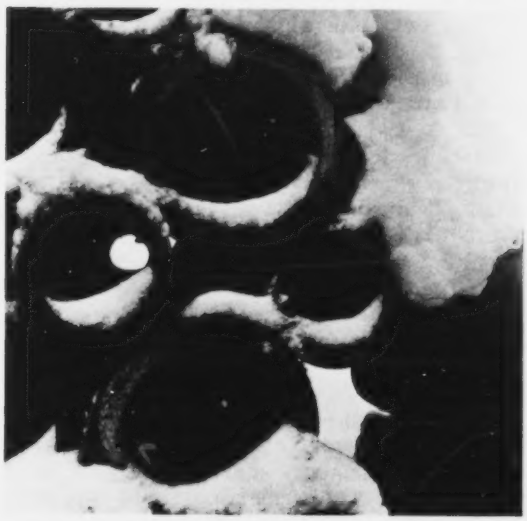
The joyful wonder includes a sense of pride. From the time that its president took office in 1968 to opening day on September 27, 1971, Evergreen grew in no more than three years at the most from a legislative act and a thousand-acre tract of fir trees to the nation's most novel option in higher education, serving 1,100 students. By contrast, the University of California at Santa Cruz, also a groundbreaker in higher education, enjoyed seven years to plan and began with a student body of only 200. And to justify still further our local joy, wonder, and pride, Evergreen's financial resources, on a relevant year-for-year basis, have consistently been below those available to Santa Cruz.



But if Evergreen defines an undeniably remarkable achievement in the building of institutions, the proud delight evoked by that accomplishment gives way before the further efforts that attainments of this kind characteristically demand. Our first registration has simply underscored the necessity for redoubled effort along a number of lines. A primary function of this second catalog is to indicate the major areas in which that redoubled effort is invested.

In our central academic enterprise, our faculty, suddenly enlarged from 18 planners to 56 teaching members, must not only successfully implement this year's programs of Coordinated and Contracted Studies; they must also develop the offerings for 1972-73. At Evergreen, that task of anticipating and shaping next year's requirements is a peculiar one: Unlike the situation in other institutions, all our academic programs include their own self-destruct mechanisms. In order to keep abreast of the changing world and to capitalize quickly on our own experience, we do not simply carry forward to the next year's catalog the listings in the previous year's. Although we certainly retain our concern for the immense and significant *problems* implied by program titles like "Political Ecology" or "Causality, Freedom, and Chance," or "Man and Art," we have committed ourselves to critically modifying each year the ways in which we attack these issues.

This arrangement insures a degree of freshness and the benefits of a thoughtful review of the opportunities for learning that Evergreen represents. It also entails costs. One price that must be paid is the load that it places on faculty members, who are always thinking about next year's questions as they deal with the difficult ones of the current year. Another price is



the kind of ambiguity that appears occasionally in this book about the College. We cannot, for example, provide full descriptions of our academic programs for 1972-73 because they are presently in the process of creation.

Nor should it be otherwise. As an institution oriented toward the future, Evergreen is more deeply occupied with serious questions than with inherited answers. Its mission is to help people become more effective learners so that they can cope more flexibly and confidently with a world very much in flux. That mission demands that the curriculum be a responsive one. What one studies here must reflect today's trends and stresses, involve a scanning of tomorrow for implications beyond the current moment, and provide an opportunity to interpret present realities and future possibilities in the light of yesterday's insights.

This state of affairs describes the alternative in higher education that Evergreen was asked by the state's leaders to invent. Other colleges and universities skillfully and effectively package predetermined units of knowledge and make them available through annually repeated courses that alter slowly with time. For large numbers of students, this pattern is congenial and productive. Evergreen is for those who step to a different drummer; and our enrollment last autumn, marked by a 10 per cent oversubscription in a period when many colleges were underenrolled, confirms the judgment that an option is needed.

If the nature of that option permits our only presenting in this catalog the flavor and some samples of our academic programs for 1972-73 instead of firm and final descriptions of them, it also limits what we can say about the character of our community. As indicated, Evergreen has just opened as this statement is being written. The contours and quality of a community depend heavily on the contributions of the people who compose it. With our student body newly occupying our hardly completed facilities, we can only report that all of us—students, faculty, administration, and staff—are hard at work refining and testing the principles of governance and personal conduct that, during the last two years, have emerged as most likely to facilitate an institution whose purpose is the cultivation of the human ability to learn.

Two documents, printed in Section VII of this bulletin, are of fundamental importance here: "Governance and Decision-Making at Evergreen" and the Evergreen "Social Contract." The first sketches the basic processes by which we regulate our internal affairs; the second indicates the concepts according to which our personal relationships must be ordered if we are to grow as learners, and it describes the judicial steps that may be taken when people and groups are unable themselves

to settle their differences in the peaceful and quiet fashion that the institution's purposes require. Anyone who joins the Evergreen community, either as student or as employee, becomes a signatory to these essentially constitutional statements. Although they are expected to change, like the College itself and like the Constitution of the United States, they define the points of departure from which productive change can occur. Meanwhile, they articulate the principles and the processes by which the Evergreen community pursues in a civilized manner the educational goals that are its reason for being.

Summarized very briefly, the governance scheme strongly stresses administrative responsibility and accountability and the ease with which proposals and challenges may be put before appropriate officers. Through the mechanism of *ad hoc* task forces, which involve students, faculty, and staff members without the cumbersome and frequently ineffectual machinery of separate student governments or faculty senates, issues can be dealt with on their merits from a broad base of participation and from points of view that are shared and that represent college-wide interests.

Similarly, the Social Contract emphasizes the ways in which civility is a basic condition of learning, points out that Evergreen can neither stand *in loco parentis* nor serve as a sanctuary from the rules of the larger society, and provides guidelines with respect to the kinds of relationships among persons, and between persons and the College, that are essential if we are to participate in an authentic community of learners. It also, attending primarily to the notion of due process, identifies procedures for the settlement of disputes that move from informal mediation to formal mediation to arbitration and enforcement. In all cases, the fundamental focus is on personal responsibility and accountability for everyone, whether student or staff member. If, at a college as in society itself, good government and effective human relationships depend upon eternal vigilance and constant effort, the ground has been laid at Evergreen for energies to be productively invested.

As the College looks, then, through this first year of its functional history to its second, it finds much to do, as befits an institution deliberately in process, in developing its academic programs and in building its community. It also places a high priority on its off-campus learning opportunities. In the internships, apprenticeships, and field placements associated with its curricular offerings, and in the volunteer services it makes possible for its students in civic and commercial ventures, Evergreen serves two basic objectives.

One is to couple experience of the real world with reflection. Although sophisticatedly informed and rational habits of thought may be acquired and strengthened through campus-based efforts, those reflective capabilities are not likely to prove most useful unless they are engaged with direct experience of the institutions and the people through whom the larger society conducts its business and empiri-

cally reveals itself. In this sense, Evergreen takes quite seriously the ancient idea of an educated person as one of broad experience deeply reflected upon.

The other objective that is important here is the establishment of the College's relevance to the world of work and to the human value of economic self-sufficiency. Under the impact of technological inventiveness, whole families of jobs have disappeared from the roster of ways by which Americans earn their livings; and conversely, new occupations in large numbers have come to birth. As we indicated here a year ago, manpower economists, both in and out of the U.S. Department of Labor, consistently predict that anyone entering the labor force in the 1970s will change not just his job but his career at least three times before his retirement. Such a rate and such a magnitude of change powerfully demand personal flexibility and confidence and a highly cultivated ability to learn new ideas and skills and to master quickly new bodies of information. This demand defines a major basis for Evergreen's special brand of education. That education will achieve its maximum effects, however, only if students can sample a reasonably wide range of actual jobs, can work under conditions of genuine responsibility, and can subject this kind of economically germane experience to reflection about themselves and the kinds of futures that they realistically want to enjoy and for which they are willing to invest their time and their effort. For this reason, Evergreen plans to expand its Career Planning Center and to enlarge its Placement Office, both of which must work closely and in an atmosphere of mutual understanding with the community of Olympia and the State of Washington to provide the experience which is so intimately a component of the kind of personal development for which the College stands.

Confident that it can contribute significantly to the people who are Washington's greatest resource, The Evergreen State College more assertedly than admittedly needs help—help in the form of understanding, patience, and cooperation. On its part, it pledges, as it has from the beginning, an alternative in higher education that is responsible and responsive to the needs of our time.

II. Survey of Academic Programs

ACADEMIC CALENDAR 1972-73

Fall Quarter, 1972

Student Check-In, Registrar's Office	September 25, Monday
Orientation and Registration in Programs	September 25-27, Monday-Wednesday
Formal Registration Closes	October 2, Monday
Work Begins	October 2, Monday
Veterans Day Holiday	October 23, Monday
Thanksgiving Recess	November 23-24, Thursday-Friday
Advanced Registration for Winter Quarter for Continuing Students	December 11-15, Monday-Friday
Presentation of Projects	December 11-15, Monday-Friday
Fall Quarter Closes	December 15, Friday

• • •

Winter Quarter, 1973

Check-In for New Students, Registrar's Office	January 2, Tuesday
Orientation and Registration in Programs, New Students	January 2-4, Tuesday-Thursday
Programs Continue, New Programs Begin	January 2, Tuesday
Formal Registration Closes	January 4, Thursday, 4:30 p.m.
Washington's Birthday Holiday	February 19, Monday
Advanced Registration for Spring Quarter for Continuing Students	March 12-15, Monday-Friday
Presentation of Projects	March 12-15, Monday-Friday
Winter Quarter Closes	March 15, Friday

• • •

Spring Quarter, 1973

Check-In for New Students, Registrar's Office	March 26, Monday
Orientation and Registration in Programs, New Students	March 26-28, Monday-Wednesday
Programs Continue; New Programs Begin	March 26, Monday
Formal Registration Closes	March 28, Wednesday
Memorial Day Holiday	May 28, Monday
Advanced Registration for Fall Quarter for Continuing Students	May 28-June 1, Monday-Friday
Final Festival for Presentation of Projects	June 4-8, Monday-Friday
Spring Quarter Closes	June 8, Friday

STUDY AT EVERGREEN: A SUMMARY

Credit required for graduation—36 units.

One unit of credit = 5 quarter hours.

Ways of earning credit: (1) Coordinated Studies, or (2) Contracted Studies.

Methods of learning include:

- participation in seminars, lectures, tutorial conferences, and workshops;
- performance of assignments in reading, writing, and other forms of communication;
- individual research and creative projects in the natural sciences, social sciences, humanities, arts, and many interdisciplinary combinations;
- cooperative education by working in offices, agencies, businesses;
- field trips, community service projects, and overseas study;
- completion of self-paced learning units and College Level Examination Program tests;
- involvement in public presentations and performances.

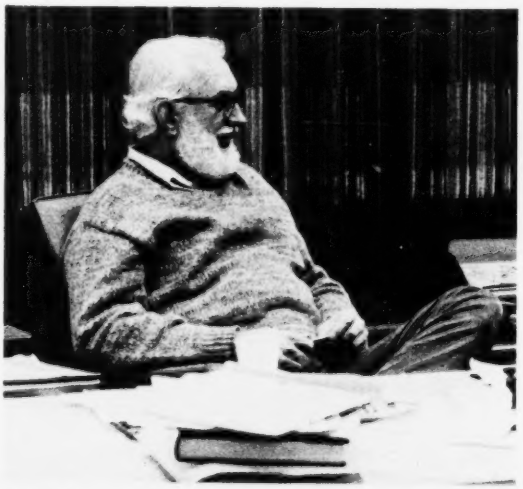
Evaluation:

- Credit will be awarded upon fulfillment of each program of Coordinated Study or Contracted Study (otherwise, no entry will appear on the student's permanent record).
- Performance in each Coordinated or Contracted Study will be represented in a student's cumulative portfolio by descriptions of projects, close evaluations by faculty and other staff sponsors, the student's self-evaluation, and samples of the work done.

BRIEF OVERVIEWS

Programs

The Evergreen State College offers two kinds of programs as ways of earning academic credit: Coordinated Studies and Contracted Studies. Each student will normally spend substantial amounts of time working now solely in one pattern, now solely in the other, during his career at Evergreen. Please read the descriptions of Coordinated Studies and Contracted Studies carefully so that you will understand how academic work will proceed.



Distribution of Academic Work

Evergreen does not present fragmentary "courses of study" to be taken simultaneously, nor does it prescribe distribution or major requirements by college-wide legislation. Instead, it offers each student the opportunity to put together step-by-step a sequence of concentrated activities leading to the Bachelor of Arts degree. The faculty and other staff members of the College encourage each student to assess his needs and then to match interests within the total range of available resources.

Because of his unified responsibility to one Coordinated Studies program or learning contract at a time, the student receives close and careful advising, intensive support from those working with him, and close and careful evaluation at each step in his individual progress. The College tells him not what he has to take, but what it has to offer. Once he has made his agreements as a member of a group or on an individual contract, he is responsible for accomplishing the aims of his program.

The faculty of Evergreen believes that all students should plan to do a great deal of learning in both Coordinated Studies and Contracted Studies. According to the distribution of interests and resources which will be maintained between these two kinds of activity as the College develops, it will make sense for each student to earn at least one-third of his units of credit in Coordinated Studies programs. But this pattern will not be administered as a requirement or checked mechanically. Rather, students will work out their plans point by point with the leaders of their Coordinated Studies groups and their Contracted Studies sponsors.

Academic Credit

The Evergreen student will accumulate academic credit for work well done, time well spent in learning, and levels of performance reached and surpassed. Only if a student performs his obligations to his Coordinated Studies group or lives up to the conditions of a Contracted Study will full credit be entered on his permanent record. Otherwise there will be either no entry or the recording of fewer units of credit to represent what he did accomplish.

Thirty-six units of credit are required for graduation from Evergreen as a Bachelor of Arts. Programs of study will carry whole or multiple units of credit, not fractions of units. For the purposes of transferring credit and of comparison with the programs of other institutions, one Evergreen unit should be considered as equivalent to five quarter hours or three

semester hours. Any student transferring from another college must earn at least nine Evergreen units before he can receive the Evergreen degree.

On the assumption that a typical full-time student who does all his undergraduate work at Evergreen will normally be enrolled for three quarters in each of four years, the 36 units of credit required for graduation can be logically divided into nine units per quarter. A single unit of credit will then be roughly equivalent to what a student can learn or perform in one month of full-time concentration—only roughly, however, for credit will be linked to the completion of contracts or of assignments in Coordinated Studies, not merely to time spent in a program. Especially in Contracted Studies devoted to single projects, to the completion of self-paced learning programs, or to the taking of tests to demonstrate competence, there will be opportunities for acceleration. But in both Contracted and Coordinated Studies, when more time is clearly required for mastery of skills and concepts or completion of projects, the emphasis will be upon doing it thoroughly and doing it right.

Evergreen will move as soon as possible to full-year or four-quarter operation. Though most students and most faculty members will still be involved for an average of three quarters of full-time activity each year, the full-time calendar will allow: (1) flexibility in scheduling Coordinated Studies programs or Contracted Studies, (2) opportunities for acceleration by those who wish to enroll for academic work in four quarters, and (3) corresponding opportunities for those needing to proceed at a slower pace to prepare themselves thoroughly without adding to the total time span from admission to graduation.

Full-Time and Part-Time Status

Normal progress toward the degree can be equated with the earning of *three* units of credit per quarter. (The Veterans' Administration, the Selective Service System, and other agencies will probably consider this to be the acceptable rate for full-time study.) For the purposes of reporting on enrollments and the collection of fees, Evergreen counts those who enroll for either *two* or *three* units of credit per quarter to be *full-time students*. Those who can enroll for only *one* unit of credit per quarter are considered to be *part-time* students.

Although the ideal way to take advantage of a Coordinated Studies program is to be a full-time and fully committed member of the group, most of the programs will accept as part-time members those who cannot or do not wish to enroll in the College full-time. A part-time student will, typically, be able to and expected to attend the lectures, films, performances and exhibits presented to the whole

group; to read the required books; and to do a good deal of writing. If he wishes to involve himself as a full-fee-paying student for two credits per quarter, he will also either participate in seminars or carry out an extensive individual project. For as much energy and time as he wishes to spend, he should be prepared to take the greatest possible advantage of the program.

Those who cannot or do not wish to enroll at Evergreen as full-time students will still be able to take advantage of some Contracted Studies, either in small groups or as individuals. It is quite appropriate, for example, for a student on part-time status to negotiate a contract carrying one unit of credit and to complete that contract over a period of approximately three months. As in contractual arrangements for full-time students, the availability of sponsors and facilities will be limited during the early years of the College. As with full-time students, no one on part-time status may be directly engaged in more than one contract at a given moment. But Contracted Study may be particularly useful for those who must fulfill other obligations off campus while continuing to learn with Evergreen.

If you are planning to be a part-time student at Evergreen, you should investigate the specific descriptions of Coordinated Studies or locate prospective sponsors prior to registration periods and make arrangements with those who might direct your program. You should also remember that whether an Evergreen student has registered in the College for full-time or part-time status, *he can be enrolled in only one credit-earning program of study at a time*.

A Reminder

The prospective student may be attracted to Evergreen by the absence of some old familiar forms, such as grade-point averages, class periods set on an institution-wide schedule, and lists of courses to be taken as arbitrary hurdles. Before he considers coming to Evergreen he should think whether it is merely to escape these superficialities, and he should look beyond to the self-discipline he will need to stick to a task that presumably he himself picked as worth doing. More to the point, he may be attracted by the magnificent opportunity for an individualized sequence of unified studies. But he should recognize that he will be confronted by the realities of mind, matter, and work. Escape from these realities—ironically—can be made only at cost to one's own individuality.

So don't be misled. This bulletin conveys a certain tone or range of tones, an attitude or range of attitudes, a plan of approach. More than any other collection of hearsay descriptions, it suggests the ways in which the College is prepared to match interests with its students. When in doubt, consult it carefully.

Credit by Examination

Evergreen has a strong interest in helping students to accelerate their progress toward the degree by recognizing credit-worthy but hitherto unaccredited achievements in learning. This does not mean simply putting a seal of approval on large blocks of raw experience. It does mean that the faculty and other staff members wish to give students a range of opportunities to demonstrate the extent of and to work further at learning which they have acquired at their own initiative.

Students should pay particular attention to the College Level Examination Program of the College Entrance Examination Board and should consult the Office of the Registrar for information. So long as he does not duplicate Advanced Placement or transfer credit for introductory work in the designated areas, a student may offer acceptable scores (now being determined on a state-wide level) for the CLEP General Examinations in English Composition, Mathematics, Natural Sciences, Social-Sciences-History, and Humanities to the Office of the Registrar. For each of these tests successfully taken, Evergreen will award two units of credit.

The College Level Examination Program also offers a variety of Subject Examinations to test competence at more advanced levels. Evergreen regards these Subject Examinations as resources to be used at the discretion of students and their sponsors in Contracted Studies. The amount of credit to be awarded, the score considered acceptable, and any other projects leading up to the test or rounding out the experience will be a matter of negotiation within each contract. Similarly, students and their sponsors can use Contracted Studies for other ways of demonstrating competence, whether by other standard tests or by evaluative methods which they devise themselves. Such contracts do not merely award credit for experience after the fact; rather, they point toward new ways of making that experience count.

COORDINATED STUDIES

What are Coordinated Studies programs? How do they differ from courses? What will it be like to be a member of a group engaged in an integrated study program rather than to be taking a number of separate classes in separate subjects?

Coordinated Studies programs are small, cooperative learning communities. They usually involve some 100 students and five faculty members. The relative compactness of the programs makes a number of benefits possible—close relationships among student members and faculty members; opportunities for genuine collaboration in learning; and a sense of direct, unified responsibility for one's work.

The programs now being offered, like those which will be offered in the future, explore some of man's most urgent problems, his most important challenges, and his most highly prized values. The faculty come from many different backgrounds and bring their special experience to bear in a common effort to cut across the usual boundaries between academic disciplines. Students join them to define problems, to develop skills, to search for answers, and to struggle toward satisfying our common desire for knowledge and our imperative need for wisdom.

Instead of studying, for example, Sociology, Economics, or Psychology as disparate, self-justifying fields, you will study central problems or themes by learning to make use of appropriate techniques from such disciplines. Instead of listening passively to lectures most of the time, you will be responsible for engaging actively in regular discussion. Instead of accumulating bits of data in an attempt to "cover a field," with emphasis on passing impersonal examinations, you will be responsible for shaping and documenting your ideas to make them count.

You will write, rewrite, polish, and present what you have learned to both the student members and faculty members of your group. Instead of working for a quantitative grade point average, which really tells little about what you have learned, you will accumulate a portfolio of direct evaluations and examples of what you have really accomplished. Instead of doing little more than look at the world from the classroom, you will have an opportunity to

work in the world: on field trips, expeditions, research projects, internships, and overseas programs,

Finally, instead of taking four, five, or six unrelated courses—with few links between them and no single faculty member truly responsible for helping you make sense of what you are learning—*you will concentrate on one coherent program at a time*. The work you do will hang together. You will be responsible for understanding and feeling the connections between ideas, techniques, and habits of thinking usually segregated in different departments. You will have time to concentrate on your work without the distractions of competing and unrelated assignments. And you will be constantly relating various kinds of specialized procedures to the central concerns of the program, not because abstract policies require them, but because you will need to know them in order to deal with the issues and to make your contribution to the group.

If You Really Want To Learn . . .

Let us look at these points a bit more carefully. For only if you wish to understand how a Coordinated Studies program functions—and want to study this way for significant portions of your time—will it make sense for you to come to Evergreen.

A Coordinated Studies program has a comprehensive design and includes a required set of activities. Students and faculty together work through readings, discussions, lectures, field assignments, and critique sessions. The program has a logical structure. And it is demanding.

But so far as day-to-day work within the structure is concerned, the typical program is flexible and encourages a variety of individual projects and responses. It always seeks to promote your development as a responsible person through cooperative inquiry. In many cases faculty expect the students to participate

in planning and running portions of the work and help them to do it. The programs emphasize commitment and common effort by both faculty and students.

As you will see from the descriptions of the programs offered in 1971-72, Coordinated Studies groups pursue interdisciplinary concerns, using academic specialties but not considering them as sacred preserves. Some advanced programs provide opportunities for a great deal of specialized learning. But all programs pay less than usual attention to traditional labels and are more than usually responsive to the internal requirements of the problems at hand.

The programs insist on a high level of activity and strive to be self)correcting. They are not concerned with amassing heaps of inert data. Rather, they match activities and assignments to the genuine needs of the group for certain kinds of information at certain times. It is a major goalof such programs to help you *learn how to learn*.

The Common Reading List

Each Coordinated Studies program has—in addition to a common schedule of large- and small-group meetings—a common required reading list. "Textbooks" will be rare because you will be reading the first-line works themselves rather than books about books. And the faculty members read all of them with you, no matter what professional fields they may represent. In addition, individual students are encouraged to explore other books, according to their interests and individual projects, and to report what they have found to their seminars. Some of the books required by your program will be very difficult; some will be a pleasure. But you will be expected to read all of them carefully, to reread them, to try to understand them, and then to discuss them in the seminar groups of your program. Similarly, you will work on other sorts of listening, viewing, data-gathering, laboratory, and workshop assignments. And you will do so as a responsible member of a responsive team.

The Seminar

The heart of each Coordinated Studies program is a small-group discussion, the seminar. A seminar is not a bull session, and it is never easy. When it works well, it is unforgettable. A seminar is a small, dedicated group of very different human beings helping each other learn, helping each other understand a book, or helping each other grapple with the meaning and implications of a difficult idea. The seminar meeting is not a show-and-tell session, and it will not work if the students and faculty members play academic games rather than share their genuine concerns. It will succeed only if all its members search together, work together, and learn by teaching each other.

You should think about the seminar very carefully. Imagine yourself meeting often with a small group that expects every member to be an active participant. There is no place to hide. You will have to expose your ideas, ask for help, give help, think aloud. You will be questioned, challenged, pressed to explain and to analyze. The usual tactics for beating the system will not work, because the contest will be between you and the book, you and the project, you and the idea.

There will be pressure; but you will have volunteered for it. It will come from the other members of your seminar who need your help and from the urgency of the problems at hand. If you aren't willing to take responsibility for meeting the goals that you have set, or if you feel unable to respond sympathetically and helpfully to the needs of faculty and other students as teammates in learning, then you should seriously question whether Evergreen is the college for you. But if you really want to work with others, then we are here to help.

Lots of Writing

Coordinated Studies programs provide a somewhat unusual but valuable approach to the teaching and learning of how to write well. Both students and faculty do a lot of writing: short essays to start discussions, critiques, notebooks and journals, reports, and position papers—perhaps fiction, poems, and plays when a different sort of discourse is needed. Each student is expected to revise and to polish his work for presentation to his seminar. The best work done in seminars will go to the whole Coordinated Studies group, and from there to the community—for publication in collections of college writing, for performance, or for inclusion, along with other materials developed by the program, in the total learning resources of the College.

Besides writing, you will be encouraged to become "literate" in other media—photography, cinema, video tape, audio tape, graphic design, music, and the gestures of drama and dance. You will be expected not merely to acquire information and think it into shape but also to learn how to communicate your thoughts. It will take much practice, a willingness to seek and use criticism, and the desire to make your ideas count.

Continual Evaluation

You will not compete for letter grades or a grade-point average at Evergreen, but you will have to work hard and well to receive units of credit and to stay in your program. Because each program is a small and intimate community, continual and careful evaluation of each student's learning becomes possible. The faculty members of the team can watch the progress of each student and judge his work closely. Students can evaluate each other's contributions and general progress. Papers are rewritten, projects repeated and improved, failures rejected, and success recognized. But you will not be working against the others in your group, nor will the faculty members be

your adversaries. It will be important for all of us to do the best job we can and to help ech other.

Where genuine ideas and feelings are at stake, only rigorous criticism will do—from others and from yourself. Sometimes this searching scrutiny by your teachers and your fellow students will be hard to take. But if you are looking for relevance to the conditions you will face in the world beyond the campus, if you are willing to have your academic performance represented not by a transcript alone but by a portfolio filled with detailed evaluations and samples of your own work, then Evergreen may be right for you.

Variety

The typical Coordinated Studies program, while proceeding toward a common learning goal, offers a rich diversity of activities. The faculty and other staff members directing the group bring knowledge, skills, and interests from a number of different fields. You will move from (1) meetings of the whole group for lectures, films, exhibits, and performances; to (2) small-group seminar meetings and workshops; to (3) individual projects which take you away from the other members so that you will have something to bring back to them. In teams or as individuals, the members have opportunities to work off campus: on field trips, expeditions, community study and action projects, visits to performances and exhibits, internships, research projects, and even periods of study overseas. This interplay of interests is very much a part of Evergreen—from general problems to specialized knowledge or skills and back, from the group discussion to the individual absorbed in his book and back, from the campus to the larger community and back.

A Typical Work Week

As you will gather from the descriptions of the Coordinated Studies offerings for 1971-72, there is much variation in scheduling from program to program. In a week's work, however, you may expect to spend between 16 and 32 hours in contact with members of the faculty, and you will need to be present on campus (or for off-campus assignments) virtually every day. Your plans must, of course, take into account these facts of serious educational life. Against this general background, a typical Coordinated Studies program might distribute its time something like this:

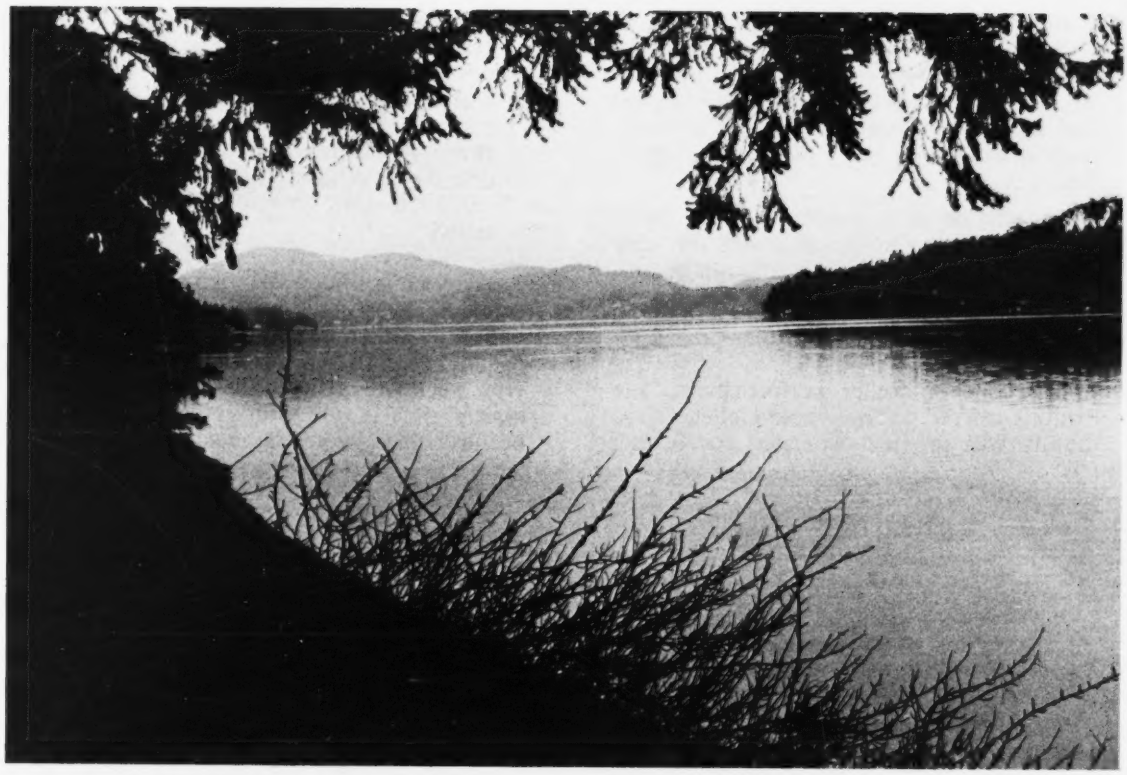
> At least one assembly is held for all members of the program, usually early in the week. This lasts for several hours and may include a lecture followed by discussion, a symposium, a film, a slide show, a live or recorded performance of music, a play-reading or poetry-reading, or a general discussion of how the work of the program is proceeding.
>
> There will be several meetings of your seminar, a group of ten or twelve, perhaps on

Tuesday, Wednesday, or Thursday. Some programs may require that you belong to two small groups—one interdisciplinary seminar directed to the common reading list and another project group or skills workshop in which you can pursue special interests.

There will be an individual conference or very small group conference with the seminar leader about your written work or projects. Some programs will also recommend conferences between students for mutual critiques of such work.

Films, concerts, other performances, and exhibits offered to the whole College community will provide occasions for further small-group discussions within your program. These will usually be scheduled during the late afternoon or evening. There will be time allotted to field-work, special research, and project development in open periods during the week or concentrated on one day, perhaps Friday, so that you can carry the work on into the weekend if necessary.

As you consider the demands of such a schedule, you should bear in mind that participation in a Coordinated Studies program will usually represent a full-time workload. But your week will not be so hectic as it would in a system of separate courses and classes—not because there won't be much to do but be-



cause you will not be forced to drop and pick up pieces of work in four or five unrelated subjects every two days. The demands upon you will be coherent and related, not conflicting. This will allow you the time that you will need for the much more thorough reading and the extra concentration upon writing that your program will require. It also means a direct and heavy personal responsibility on your part, for if you do not prepare your work and meet your deadlines, neither your seminar nor the total program can be a complete success.

Entry and Exit

A Coordinated Studies program is designed as a coherent whole. Its members should always strive to explore, to develop, and to examine its central theme in a systematic way from the start of the program to the final festival marking its conclusion. At that time it offers the results of its efforts to the attention of the whole College and presents an anthology of its best work for inclusion among the learning resources of the College.

You should plan on starting with a program, staying with it, and completing it. In any tightly knit community, there will be stresses and strains. Learning communities are not exceptions. But the rewards of total participation will more than compensate for the temporary wrangles.

You should also be aware that Coordinated

Studies programs, unlike academic departments with their standard curricula, are not designed for repetition year after year in the same format. Instead, as efforts to set major problems in perspective, they are organizations that depend on a matching of student and faculty interests and the resources of the College. When continuing needs and interests justify doing so, a new faculty team may form, set up a new schedule of readings and other assignments, invite a new group of students to join them, and go at a problem in a different way. But your Coordinated Studies group will be unique. It will not be a well-worn groove, nor will it ever become one. You should make the most of it.

Students will normally enter programs at the beginning by carefully making their choices during the orientation and registration periods, when the staffs of new programs will hold open meetings and be available to answer the questions of anyone interested in joining them. Students will indicate their first choices, their alternate choices, and how they weigh their preferences. Every effort will be made to match the interests of students to the programs available.

Some programs which run for three quarters or more will allow a limited number of students to enter by special permission in the second quarter and perhaps even the third quarter. Conversely, a student who discovers that he just does not want to do or cannot do the work of a program will be helped to find a more satisfactory alternative, either in another Coordinated Studies program or in Contracted Study. If a student fails to meet his responsibilities to the learning program he will be required to leave. If a student has irreconcilable problems in his particular seminar but wishes to continue as a member of the program, he will be allowed to join a seminar more appropriate to his needs and interests. If a student has grave problems with comprehending what he reads and carrying out assignments, he will receive as much help as he can use from the faculty members and student members of his group.

Teamwork

You should be aware that the faculty members directing a Coordinated Studies program not only will be concentrating on all the required books along with you but also will be carrying on their own Monday morning faculty seminars, in which they will be trading ideas and assisting each other to be more useful to you. They will be learned persons, bringing a good deal of experience to the common effort. But, more important, they, like you, will be *learning*. Combining the functions of teachers, counselors, and co-workers, they, like you, will be totally absorbed in the task at hand.

CONTRACTED STUDIES

For a substantial part of your career at Evergreen, you may work in Contracted Studies. As an individual or as a member of a small group sharing interests, you can sign up with a faculty member or other staff member to earn credit by doing a project—carrying out an investigation, mastering a skill or set of skills, attacking a set of problems, creating a piece of work, or otherwise dealing with a specific body of subject matter.

An Overview

We call this arrangement a "contract" for learning. It is an agreement to carry out a project, and it implies direct, mutual responsibility between you and the experienced person whom you have asked to help you. It is a flexible yet demanding method for satisfying your interests and needs within the available resources of Evergreen—the experienced people, the facilities, the materials, and the opportunities which the College can arrange for you to work with other people and in other facilities off campus. At an early stage in the planning of Evergreen, President McCann said that "the most valuable service Evergreen can offer is to initiate a process of continuing learning by preparing a student with the methods of learning and experimentation, by encouraging independence in pursuit of inquiries that interest and motivate him, and by providing him with counsel and resources to test this knowledge and ability." As a pattern complementing the Coordinated Studies programs, Contracted Studies will help you to work more and more on your own.

But you should recognize that your close relationship with an Evergreen sponsor is something quite different from "doing your own thing." If it is completely "your own thing" and does not call for experienced, challenging guidance, then you can do it much better, much more efficiently, and much more honestly without joining a college which is responsible for offering such guidance.

Contracted Studies will allow you to develop further your knowledge in a specific area of interest or a cluster of interests. It will help you to pursue further a particular problem first raised in a Coordinated Studies program. It will allow you to explore new interests and experiment with them intensively while you are making up your mind about a career.

When you have decided upon the career you want to follow, Contracted Study will provide opportunities, up to the limit of our resources, for you to undertake specialized and lengthy projects. It will enable you to combine on-campus activity with practical experience in your chosen field off campus. And it will give you the chance, from time to time, to collaborate with a faculty member on a frontline research adventure. You will be able to learn many different things in many different ways and to make your learning count.

Variety of Contracts

You will receive credit toward graduation by fulfilling the contracts which you work out

with your sponsors. The procedures for drawing up and completing contracts are relatively formal. But the learning activities which you can engage in under contracts will be as varied and imaginative as you and your sponsor can make them. There will be individual contracts and small-group contracts—and combinations of the two. For example, you and ten or so other students may agree to work with a faculty sponsor as a seminar group for one month solid and then branch out into individual ventures in order to come back together at the close of a second month to share what you have learned. There will be some contracts which are run totally on the campus and others which lead you out into the community, into government agencies, into businesses, and into field work at locations quite distant from Evergreen. Some contracts will be devoted to only one kind of subject matter; others will combine several emphases.

There will be contracts lasting a month or so and, when you have decided on specialized work and can demonstrate to a prospective sponsor that you are capable of doing your own work over a longer span, contracts lasting as long as a year. There may even be contracts lasting a few days, if you have engaged in substantial learning on your own time and wish to sign up with a sponsor to be tested for your achievements and to have them recognized by the awarding of credit. There will be contracts for which you take most of the initiative, when you bring a carefully prepared plan of study to a prospective sponsor and ask him for his help. And there will be contracts in which sponsors have made known what they wish to work on and you volunteer to join them.

In effect, Contracted Study provides a way for you to match your genuine interests and needs with the interests and experience of faculty members and other Evergreen staff. We have moved beyond any system in which college authorities, depending largely upon traditional patterns at other institutions, tell teachers what they have to teach and students what they have to "take." Instead, we wish to create an environment of grass-roots responsibility in which experienced learners and students who want to learn can come together to work on developing the ideas, the information, and the techniques which they most need to know.

Sponsors

To suggest the relationship which Contracted Studies will require, we have chosen the term "sponsor" for the experienced person who will be working with you. During the period in which the contract operates, this person will be your teacher, your advisor, perhaps your co-worker, or group leader, or tutor. Although most sponsors will be members of the teaching faculty, Evergreen has recruited many other talented staff members who are eager to work with students on contracts. If the contract struck between you and your sponsor requires other specialized assistance which your sponsor cannot provide, you

may work with a "subcontractor" on or off campus who will not be fully responsible for your studies but who will help you through part of the contract and report to your sponsor.

You will be responsible for carrying out what you have agreed to do. Your sponsor will provide you with the help you need. He will draw up the contract with you, work with you along the way, and evaluate your achievements at the conclusion.

You should also know that the sponsors engaged in Contracted Studies at any given time, like their colleagues in Coordinated Studies programs, will form interdisciplinary teams of four-to-six members. They will meet in seminars to work on improving their teaching, to discuss topics connected with the contracts they are sponsoring, to act as a sounding board for the students with whom they are under contract, and to provide as far as possible some of the opportunities for sharing of interests among their students which typify the Coordinated Studies programs.

Preparing for the Contract

By the careful selection of sponsors and negotiation of contracts, each student will have a large stake in planning his own career at Evergreen. As you move from a Coordinated Studies program or a terminating Contracted Study to a new contract, you should obviously make full use of the advice of your current seminar leader or sponsor. You should take a hard look at where you have been and where you want to go. Because any contract will be worth not less than one Evergreen unit (i.e., 1/36 of the total credit required for graduation), you should prepare for a new contract as carefully as you can by preliminary discussions with any prospective sponsor.

You may be asked to do some reading or otherwise sample the kinds of activity which your new contract may entail. And you should critically examine your own motives. It is important that you do not waste opportunities for learning by proposing a project that will not really challenge you. It is also important that you do not confuse "doing more of the same" with "depth" or aimless meandering with "breadth."

Whether the main initiative for your project comes from you or is suggested by your prospective sponsor, both of you should be prepared to ask some hard questions. As in all other sorts of contractual arrangements, you should plan for the strongest possible results for your investment of time and energy. However long the contract may run, whatever credit is to be awarded, and whether it is simple or complex, you will be devoting your full concentration to it and should make the most of it.

What can you do under contract? The range of possibilities is very large, *so long as you can honestly match interests with appropriate sponsors and so long as the necessary resources are available*. Reading projects in history, philosophy, literature, government, sociology, economics, scientific theory, and so forth; research projects entailing the collection, processing, and interpreting of data from documentary or laboratory or field investigations; mathematics, computer languages, and foreign languages approached by intensive small-group study or by completion of a battery of self-paced-learning units; creative work in visual art, film, photography, music, playwriting, poetry writing, short-story writing; biological or archeological expeditions; apprenticeship in a newspaper office or governmental agency or design center off campus; internship as a teacher's aide or helper in a welfare agency; career-learning in a business office or industry—all of these will make sense.

Remember that, though you may carry on a variety of related activities under a single contract, this contract will be your total academic assignment until you have completed it. You must be prepared to immerse yourself in the subject or activity. Once you have decided upon your objectives, you must perform all the assignments which you have agreed upon with your sponsor in making the contrct. Each contract will assume a significant engagement with new information, ideas or techniques; call for critical and creative thought; and assume some development of skills, especially skill in communicating what you have learned and otherwise accomplished.

Signing Up

Once you have decided upon what you wish to do and have found a prospective sponsor who can help you, you and he will decide: whether the resources available at Evergreen or off campus can support the contract you have in mind; whether you are personally and academically ready to undertake the particular project; and whether both of you (and the other members, if it is to be a group project) can agree on the terms of the contract.

In preparing a contract, you and your sponsor work out:

- A short title for the project.
- A statement of what you wish to learn through it and why.
- A description of any previous experience you have had which relates to this project.
- A summary of the activities which will take place—the materials and techniques you will study; the methods you will use; the facilities or locations you will be

working in; the people who may be working with you. (If a student wishes to undertake an ambitious project but needs to know more before he can begin, he may engage in a one-unit "pilot" contract leading to the preparation of a more substantial contract.)

- The support to be provided by the sponsor (and any other "subcontractors" on or off campus whose assistance is essential to the project).
- A description of the results which you wish to achieve.
- A description of how you and your sponsor will evaluate the work.
- A rough estimate of the duration of the contract, under the assumptions that one Evergreen unit should represent about one month of full-time effort but that contractual credit is awarded for the successful performance of the project, not for the amount of time spent on it.

Some projects will involve special costs for equipment, services, and other resources. When the College has funds that can be legally and appropriately used to help defray such costs, a student may ask for some matching support in a proposal appended to his contract. The College will do what it can, examining each proposal on its educational merits and its possible benefits to the total resources of Evergreen. In times of financial stringency, however, other demands on limited monies must take priority. When a project involves

travel expenses, living expenses off campus, and any other special costs to the student himself, the student should demonstrate that he can defray such costs and do what he has contracted to do.

In filing a contract, one point remains firm: The two important signatures on a contract are yours and your sponsor's. Neither you nor he should give a signature easily. The signatures place the responsibility where it belongs, not on a curricular system but on human beings.

Completion and Credit

When you have completed the study as contracted, your sponsor will report to the registrar that you have been awarded the unit or units of credit involved.

At the same time, he will add to your official portfolio an evaluation, describing what you have accomplished, how well you have accomplished it, and what kind of advance this has represented in your academic career. He will also transmit the remarks of any subcontractors who have supervised part of your work.

Before credit is awarded for the completed contract, you will add to your official portfolio your own evaluation of what you have learned. You will also be expected to comment upon how well the total resources of Evergreen—the sponsor's assistance, College facilities, assistance by subcontractors and collaborating agencies off campus—may have supported you in your project.

The original contract and these evaluations, plus samples of your own work, will represent what you have accomplished in your project. It will be especially valuable if you and your sponsor can arrange some means of sharing the results of your project with others. If you are engaged in a group contract, this will be fairly easy. You may also be able to work through your sponsor's seminar group to reach other students. But the responsibility to shape your results for communication to others is important enough that you should consider such communication as a natural outcome of your contract.

The Portfolio

The ongoing portfolio which represents each student's academic career at Evergreen will be especially important for those engaging in large amounts of Contracted Studies. Because there will be no standard program descriptions to serve for easy reference, the contracts themselves and the accompanying evaluations and samples of work will constitute the evidence for what you have done. In some cases your entrance into advanced Coordinated Studies programs will depend upon the strength of your past performance, as represented by your portfolio. In most cases, your ability to negotiate future contracts for more specialized work will depend upon what your portfolio tells your new prospective sponsors about the quality of your earlier learning contracts. And when you come under consideration by prospective employers or by other academic institutions at which you wish to continue your education, the portfolio will indicate what you did at Evergreen and how well you did it.

III. What's Happening Now

1971-72 PROGRAMS IN PROGRESS

At Evergreen, we wish to keep our offerings flexible and responsive to teachers' and students' developing perceptions of what is worth doing. Accordingly, unlike most other collges, we do not have courses or programs which are repeated in the same form year in and year out. Instead, we seek to offer a variety of new Coordinated Studies programs and new opportunities for Contracted Studies each year. Only exceptionally will a Coordinated Studies program be repeated, and then only with a significantly modified design and with changes in the faculty team leading it.

You should not expect, therefore, to find these programs in operation next year. Even if some of the program-titles appear again and even if some of the same faculty team-members are involved, the programs will have been largely altered by the experience of the first year and the perceived needs of new groups of students. Should you wish to compare the brief program descriptions below with the original description printed last winter, you will find a number of interesting changes and even the addition of a new program to suit the needs of our first students. We shall continue to value growth and change over mechanical repetition within hardened categories.

The summaries which follow describe work in progress and are intended to give you some idea of how we go about the enterprise of higher learning. For if you choose to join us, you will be enrolling in the College, entering our particular climate, rather than signing up to take one specific program or prearranged sequence of programs. This is a brief presentation of the kinds of academic concerns and interests currently represented at Evergreen—of what is going on now.

COORDINATED STUDIES

These programs are designated as Basic or Advanced. Basic programs are open to students beginning their undergraduate careers, to any more advanced students who are interested in the topics and methods which the programs will concentrate upon, and—in most cases—to part-time students. Advanced programs are open to full-time students transferring their work to Evergreen at a third-year level, to advanced part-time students, and—by consent of the program staff—to some beginning students whose interests and previous experiences will enable them to carry out these more specialized and demanding assignments.

The one-quarter long programs on "The Play's the Thing," "Problem-Solving," and "Southeast Asia" have not yet begun as this is being written. But they are ready to start in the winter or spring quarter if enough students wish to match interests with the faculty members who have designed them.

COORDINATED STUDIES

PROGRAM	LENGTH	LEVEL	DISCIPLINES REPRESENTED
Causality, Freedom and Chance	3 qtrs.	Basic	Philosophy, history of science, mathematics, computer science, neuro-physiology, psychology, biology.
Contemporary American Minorities	3 qtrs.	Basic	Black Studies, Indian education, Chicano education, American literature.
Human Development	6 qtrs.	Basic	Psychology, education, history, comparative literature, biology, philosophy, anthropology.
Individual in America	3 qtrs.	Basic	Philosophy, education, sociology, psychology, comparative religious thought, visual arts, literature.
Individual, Citizen and State	3 qtrs.	Basic	American history, literature, international relations, history of science, political science, mathematics.
Political Ecology	3 qtrs.	Basic	Biology, ecology, chemistry, mathematics, computer science, law, political science.
Space, Time, Form	3 qtrs.	Basic	Physics, visual arts, physical science, aesthetics, political science-history.
Communications and Intelligence	4 qtrs.	Advanced	Communications theory, film, photography, chemistry, video techniques, audio techniques, broadcast journalism.
Environmental Design	3 qtrs.	Advanced	Biology, ecology, urban planning, economics, architecture.
Human Behavior: Self and Society	3 qtrs.	Advanced	Literature, applied behavioral science, psychology, anthropology, biology, mathematics.
Man and Art: Renaissance and Now	3 qtrs.	Advanced	Art history, aesthetics, visual arts, philosophy, literature, music.

CAUSALITY, FREEDOM, AND CHANCE

3 quarters
3 units per quarter

The program starts with the fundamental question:

- To what extent are we as individuals free to do as we choose, and to what extent is our behavior predetermined by factors outside our control?

This central question immediately raises others:

- Is free choice really possible at all?
- Can the methods of science actually be used to predict and control human behavior? If so, how?
- How do the brain and the nervous system operate in behavior? Do they have the potential for spontaneity and creation?
- Can animals be "conditioned" to do just anything? Can people?
- How much of human behavior is the result of our genetic and biological background?
- Is chance a factor in the makeup of the universe, or is everything that occurs an inevitable result of what came before?
- Was the evolution of man a matter of chance?
- What is "chance" anyway? Can chance happenings be predicted?

- Is there such a thing as fate or destiny? If so, what is its religious and personal significance?
- Is history (as the Marxists and others claim) nothing more than the working out of patterns which were inevitable from the start? For example, are present conflicts in America between the black and white, young and old, the inevitable result of economic forces at work in the first half of the 20th century?
- How do the ideas of chance, fate, destiny, cause-and-effect, and inevitability figure in literature and the arts? In the thought of other cultures?

By the end of the year, everyone will have formulated a personal statement—an essay, a tape recording, a short film, a set of drawings or paintings, or even a musical composition—addressed to this general concern:

- Is the world, for me, primarily a world of free and open possibilities; a world predetermined by conditions I did not create; a world of chance and uncertainty; or a world of scientific orderliness and predictability?

Some form of public presentation of these "statements" will occur at the conclusion of the program. The program involves persons intending to go on to specialize in psychology, philosophy, literature, mathematics, history, biology, or other science-related fields. It leads, indirectly, to such career interests as teaching and counseling, the ministry, writing, the performing arts, public service professions (law, government), statistical work, computer science, social-science related businesses (for example, advertising or opinion research), and biological-scientific businesses (for example, medical labs). The faculty members of the group bring special experience from philosophy, the history of science, mathematics, biology, computer science, psychology, and neuro-physiology.

The theme of the first quarter is "Determinism, Freedom, and Chance." In addition to readings and seminar discussions each week, the whole group participates periodically in lectures and witnesses a number of films. Philosophy, psychology (experimental and psychoanalytic), literature, and the mathematics of probability are studied. Students having special difficulties with mathematics receive individual help.

The second quarter is broadly titled: "Causality and Chance in Modern Science." The group learns about the scientist's (especially, the biologist's) conception of man, nature, and the causal order. The subject matter is discussed in relation to philosophical ideas developed in the first quarter. Experiments deal with human and animal genetics, as well as with the conditioning of animals to behave in predictable ways. A week of field work is included.

Finally, in the third quarter, nonscientific and anti-scientific views of human freedom and causality are studied. These include the philosophy of the Navaho Indians, children's concepts of causal order, the theology of predestination, the Greek idea of fate, the dramatic concept of tragedy, and several philosophic theories outside the sciences. Special opportunities are available during this quarter for learning to use non-verbal media (such as film).

Writing and speaking effectively are concerns of this group throughout the year. Everyone is responsible for participating, seeing that everyone else participates, and keeping discussions on the track. For the central questions require all the concentration we can give.

CONTEMPORARY AMERICAN MINORITIES

3 quarters
3 units per quarter

The Contemporary American Minorities Program aims to create greater comprehension of the student's identity within the broad context of American society. Students examine articulations of the meaning of blackness, redness, and brownness in a predominant white culture. They seek to understand how the black experience differs from the red life style; how brown life differs from black; and how red and brown differ from each other. The program is not a bleaching process. Non-white Americans should be made comfortable with their races, their cultures, and their separateness.

The program is aimed directly, though not exclusively, at its majority of black, brown, and red students. The white students in the program learn about minority cultures from the people who know them best: the people who have written about them, talked about them, and lived them. Faculty and students alike are teachers and learners, as all delve into the history, economics, sociology, psychology, anthropology, music, literature, and art of non-white Americans. In the constituent seminars, black students, brown students, and red students work, respectively, with the black, Chicano, and Indian faculty members of the program to study issues central to their minority experiences.

The program emphasizes *pluralism*: that condition in which different cultures exist without destroying each other; each unique, but with voluntary interaction between them so that *all* may grow. To that end, the program provides *survival skills*: academic, personal, and vocational skills; reading and writing improvement, other media-communiction skills, interview techniques, computer languages, and other learning strategies. Such useful training will help to equip minority people to assume active, important roles in our changing society. The combined emphasis upon thinking and making thoughts count will allow young people to increase their contributions to the growth of their own cultures and to the national culture as well.

Besides the provision of a concrete and viable sense of racial identity to its students and the training in "survival skills," the program attempts to provide orientation to further academic study—both general education and specific work to acquire enabling credentials—and to help students become more politically aware. Students should be able to work for change through political processes when necessary and toward the preservation of those aspects of their cultural and national life that need and are worthy of protection.

The program proceeds through several kinds of activity: (1) twice-weekly seminars which treat reading and writing done within and outside the program; (2) numerous small-group and individual tutoring and counseling sessions; (3) regular large-group, multiracial activities, including lectures, films, and panel discussions; (4) workshops in specific skills; (5) in-depth community study and field work in minority and majority communities off campus; and (6) a concluding summary of the program with projections of future intra- and inter-racial relationships.

HUMAN DEVELOPMENT

6 quarters
3 units per quarter

The Coordinated Studies Program in Human Development was designed to meet the needs of students who wish to prepare a general educational foundation for possible later specialization in one of the human service professions, such as medicine, law, government,

education, social work, law enforcement, religious leadership. One hundred twenty-five students have enrolled in the program, which extends over two years.

The academic work centers around what is known of how the human species developed and around what is known of how human individuals develop in our time. Students have the opportunity to relate this knowledge to their own development as individuals. Students are required to relate their academic work to real responsibilities, serving one full day a week as interns in the human service agencies of the Olympia community; hospitals, schools, mental health centers, rehabilitation centers, social welfare agencies, governmental offices, law enforcement agencies and private practitioners.

The program also includes a rich selection of readings, a lecture and film series, seminars for the discussion of readings, seminars for the sharing of and reflection upon experiences gained on the job or in the library, and self-study seminars devoted to the arts and disciplines of introspection and personal communication. The faculty members of the group represent experience in psychology, biology, anthropology, philosophy, language and literature, history and education. Faculty and students alike are engaged in helping each other to become more aware of how each has developed as an individual, where each is now, and what each hopes to become.

THE INDIVIDUAL IN AMERICA

3 quarters
3 units per quarter

How do you go about answering the question—"Who am I?"? And how do you answer the further question—"How should I relate to society today?"?

These two issues provide the core around which this program is orgnized.

In search of answers to these questions, students and staff explore together three basic areas:

1. The Nature of Man—Do man's animal origins affect our behavior today? Is man basically aggressive and violent? What can we learn about social bonds from studying animal behavior? How important to us are our "instincts"? These are some of the problems we explore while reading and discussing the results of recent studies in archeology, anthropology, and animal behavior.

   Further readings in philosophy, psychology, and religious writings consider other characteristics of man's basic nature. Is man free to shape his future? Or is he the plaything of blind chance? Can he consciously decide what sort of a person he wants to be? Or is he rigidly confined by heredity and environment? Is man basically good or evil? Or neither? And how can we tell what we mean when we ask such questions?
2. Personal Identity—Topics include body awareness, personal sensitivity, sexual identity, interpersonal communication, the process of developing a positive self-concept . . . and generally what constitutes "individuality" and how one goes about hammering out a personal style of living.
3. Social Identity—How does the life of the individual connect with the life of the community? We encounter directly many elements of community living, such as group decision-making, styles of leadership, the process of compromise, and the effect of role and status. During field work in neighboring cities and towns, we examine such societal factors as race, poverty, power, class, and religion. We emphasize the need to understand the interplay between such factors and our own individuality.

The program aims at a balanced alternation between experiential phases, in which activities take place on a physical-emotional level, and

intellectual phases, in which we are concerned with reading, viewing films, discussion, and listening. The readings provide the theoretical framework within which the programmed experiences are organized. In order to facilitate such organization, it is necessary to deal with some difficult concepts of philosophy, anthropology, psychology, and sociology. Intensive seminars deal with mastering the necessary material, and a variety of evaluative devices—tests, checklists, papers, recitations, and personal journals—are used to assess individual progress.

The program also includes: An outdoor experience to pull the group together early in the program. A winter campout. Workshops in artistic media. Development of interviewing techniques and trial applications of these skills in nearby cities and towns. Analysis of results, refinement of techniques, further field work, and concluding analysis. Participation in an experimental community designed within the program. A concluding presentation of the effects and outcomes of this total educational experience to the whole College and surrounding communities.

The program should be useful to anyone whose plans for a career include close work with other people. Because it utilizes information, techniques, and insight from such fields as philosophy, education, psychology, sociology, art, and literature, the program serves as a strong basis from which further, more specialized studies can rise.

THE INDIVIDUAL, THE CITIZEN, AND THE STATE

3 quarters
3 units per quarter

Americans of the present generation live in troubled times. Because of unrest and widespread negative criticism, it is more important than ever before to study and understand the nature of man and his relationship to his governing bodies.

Man created the institutions he now calls governments, nation-states, legislatures, laws, and social agencies. Early in man's history, these collective instruments enabled him to survive in a hostile environment. Ironically, these instruments of survival now appear hostile to man in an environment no longer threatening. Perhaps man's greatest mistake has been to allow his institutions to function without a clear understanding of his own role as Man the Individual, Man the Citizen, and Man the Governed. "The Individual, The Citizen, and The State" Coordinated Studies Program attempts to bring students into a close examination of *present* problems, to examine them in light of their historic development and to determine potential methods for achieving remedies in those areas where man's institutions seem to work against his betterment.

The Individual, The Citizen, and The State Program studies man's literature, culture, theories, concepts, myths, and institutional realities to accomplish its goals. While the

program utilizes its access to state and local agencies, it does not confine its inquiry to American situations solely. Pressures upon our concepts of Man-Citizen and Man-Individual come from a variety of sources—competitive international institutions are an obvious case in point. Therefore, it is equally important to study political concepts other than American republican democracy to grasp the significance of our own institutions. Wherever it makes sense, The Individual, The Citizen, and The State Program will promote internships with legislative committees, social agencies, and attorneys-at-law, as well as other practical experiences to encourage students to understand the connections between theory and practice. Students are also encouraged to range widely and undertake independent projects which fall within the range of the program.

Fall Quarter, 1971, was devoted to a study of the Individual as he related to institutions. Matters of conscience, responsibility, choice, and human concrn were examined through readings of such works as *Catch-22,* "Oedipus Rex," *The Odyssey,* "Lysistrata," Ibsen's "An Enemy of the People," and Ken Kesey's novel *One Flew Over the Cuckoo's Nest,* as well as through related films. Changing male-female relationships and their implications for present laws and social agencies were considered through a study of Germaine Greer's *The Female Eunuch.*

Winter Quarter continues to follow threads spun in the Fall Quarter, and expands the work of the program to encompass classic treatments of government and the interrelationships between Citizen and State. Plato, Hobbes, Locke, Rousseau, and Marx help us to proceed into the nature and impact of belief, ideologies, and competition between governmental forms. Students begin internships with the State Legislature, or move out into the community to examine public agencies, human conditions, the impact of local municipal statutes, and other projects of their own choosing.

Spring Quarter, 1972, awaits definition. More precise studies, readings, and experiences are contemplated by students and faculty. The Individual, The Citizen, and The State faculty team works closely with students to firm up major projects, to expand internship options, and to reshuffle seminar groupings into patterns designed to take advantage of mutual interests discovered during the previous two terms. The study proceeds in films, dramas, and books closely tied into practical experience; it culminates in small-group simulations of various governmental experiences.

THE PLAY'S THE THING: THEN AND NOW

Spring Quarter (tentative)
3 units

The student and faculty members of the group will study carefully a number of plays and work from them to a series of dramatic activities: play readings, a full-dress production or two, performances of scenes, the making of short films, and the working up of slide shows and musical backgrounds. Each person will be closely involved—as actor, director, scenarist, designer, member of technical staff, or member of production staff.

We shall concentrate upon a number of Greek tragedies and comedies. Such plays dealt with the perennial problems of pride, revenge, love, jealousy, courage, cowardice, war, and peace. They were about man's struggle to become heroic and honest (or, with Aristophanes, to remain sensible in the midst of lunacy). They were about law, order, freedom, and responsibility. They were about man's attempt to find himself, to become human, and to accept the meaning of humanity. In other words, they were about the problems that we still struggle with to this day.

We shall take these ancient plays and immerse ourselves in them. We shall read them aloud for each other, talk about them, and read them some more. We shall also read some great modern adaptations. Then we shall move to the difficult but exciting job of writing our own short, free adaptations; directing them; acting in them; working them into shape. We shall have writing sessions in which each seminar within the whole group works on its adaptation of one of the dramatic myths. We shall review and discuss film versions of Greek plays to get ideas on what our productions can mean. Starting with the basic group of faculty members and students who want to read the plays and work with them, we shall enlist the talents of others at Evergreen and in the larger community to help us with our projects.

During eleven weeks of full-time work by the group, each student will learn about some of the most important works of dramatic art in Western culture and their philosophical, political, historical, and social connection . But the emphasis of the program will be on very active participation by every member of the group.

Whether one helps to write, to direct, to design, to make sets or costumes, to work up choreography and background music, or to do several of the many other jobs involved in producing performances for the group and beyond the group, he will acquire much of the feel of hard, direct experience with plays. During the term, each student will be urged to keep a notebook or log of what he is doing and learning. We shall also try to keep a videotape log of our activity.

Everything will point and move toward a "drama festival" during the concluding weeks of the program. Then all of us will face the hardest and most rewarding test of all—examination by audiences.

POLITICAL ECOLOGY

3 quarters
3 units each quarter

This program deals with the nature, manipulation and regulation of man's environment. We first look at man's environment from the perspective of biological and physical sciences, then of anthropology, next of socioeconomics, and finally of political science and law. In addition to helping students develop various communicative and investigative skills, the program aims to develop:

1. a competency to examine, judge, and, in some instances, measure the accumulating mass of evidence pertaining to our environment;
2. an understanding of man's views and impact on the system around him;
3. an understanding of man's ability to alter his ecosystem through physical and legal means.

These goals are to be met in the following major ways:

Lectures and films. Once each week, the entire group participates in a general lecture, studies a film, or witnesses a combined presentation of lecture and film dealing with the informational theme of the week (e.g., population dynamics, no-growth economics). The lecture is supported by self-evaluative written work, by the lecturer of the week meeting with small groups subsequent to the lecture, and by correlated reading (first quarter) in the following: Ehrenfeld's *Biological Conservation,* Kormondy's *Concepts of Ecology,* and (from Scientific American) *The Biosphere.*

Team activities. In addition to discussion of the main lecture topic of the week, each team of twenty students reads and discusses such books as Carson's *Silent Spring;* Leopold's *Sand County Almanac* and Bates' *Forest and the Sea;* Ehrlich's *Population Bomb*; and the Paddocks' *1975: America's Decision, Who Will Survive*. Team sessions also provide opportunity for making project reports, holding debates and symposia, and attending legislative hearings.

Individual activities. In addition to various reports and papers, each of which is discussed tutorially with the faculty, a student must complete three projects, one each quarter. One of these deals with the natural environment, one with the socio-economic or politico-legal milieu; the orientation of the third project is optional. At least one of the projects must be conducted individually and another in a team of two or more persons. Approximately half of the third quarter will be devoted exclusively to the project.

Field trips. A one-week field trip in the fall (near Goldendale, Washington) provided an opportunity to establish a sense of community and to introduce different biomes (near tundra, coniferous forest and cold desert), different ecosystems (forest, stream, field, pond) and different techniques (mapping, quadrant analysis, water chemistry). Additional field trips in the vicinity of the campus are also scheduled.

Evaluation. A careful evaluation of each student's performance is prepared by the student's team leader. Samples of work to meet writing requirements, project reports and similar materials form part of the student's portfolio. The evaluation procedure emphasizes the student's own responsibility for estimating what he has learned.

For whom. The program was designed for lower division students with interests in both scientific and social-scientific aspects of man's environment. Those who complete the program will be prepared to take up further studies at Evergreen dealing with the environment and public affairs.

PROBLEM SOLVING: GAMES AND PUZZLES

Winter Quarter (tentative)
3 units of credit

The purpose of this program is to help the individual student, by mastering games and solving puzzles over a range from the simple to the complex, to learn some of the mathematical and logical skills demanded by our contemporary world. It assumes that the same thought processes used in solving logical puzzles and in forming reasonable strategies for games can be generalized to the ability to think clearly and plan one's actions in a reasonable way.

The program consists of three main phases: lectures, seminars, and projects.

Lectures

The entire group meets together twice a week for lectures. Subjects covered include the following: Digital computers and their uses, elementary symbolic logic, general problem-solving methods, probability, number theory, paradoxes, mathematical induction, and recursive functions.

Seminars

The students meet with their seminar leaders three times a week in groups of ten. These meetings are the heart of the program. It is here that puzzles, games, and problems are analyzed, discussed, and generalized. Reports are made on progress achieved on individual projects.

Projects

Although some puzzles and games require only a brief examination, others require extensive study. Students work singly or in pairs to develop reasonable strategies for such games as chess, checkers, hex, go, or three-dimensional tic-tac-toe. Some students program a computer to play a game, either with a fixed strategy or by a learning process. Other projects include constructing some cubes, pentominos, or flexagons and reporting on the patterns that can be constructed with them.

In addition to these projects, each participant is expected to invent a game, write a set of rules for it, and present a discussion of possible strategies involved in playing it. Each participant will also solve logical problems, from simple to complex. The emphasis throughout is placed on technique, strategy, and generalization.

The faculty members of the group bring experience from such fields as mathematics, logic, and computer programming. Students in the group are expected to devise and use self-teaching materials and to develop an adequate facility in computer programming, probability, and other necessary mathematical skills.

SOUTHEAST ASIA:
TRANSITION AND CONFLICT

Winter Quarter
1 unit of credit
(Open to part-time students only, 1971-72)

This program deals with such important questions as: What is Southeast Asia? With its geographical location and 250 million people, what is its future importance? What are the hopes of these people? How does a citizen of one of these countries view government? Other races? Religion? The rest of the world? Can a democracy, "guided" or otherwise, work? Communism? Social discipline?

Because much of the current political thrust in the world is toward nationalism, international awareness becomes more important than ever. Cultures are different, and those of the so-called "inscrutable Orient" are more different than most people realize. But this difference can be appreciated and even understood—at least partly—and perhaps therein lies the possibility of hope for the future.

No brief program can look at all of the questions, problems, and cultures of the region, but it is possible to get an introduction and a bit of insight. The basic work of this program is the reading of about eight books. These books are discussed in small-group seminars which meet two evenings a week for about two hours each evening. Both the content and larger implications of the book are considered. Each member of the group is expected to read each book and contribute to the discussion.

The reading begins with a general survey of the region: a brief look at the cultural and political fabric of each country with emphasis on the present situation. With this background one can then consider the influence of Western dominance on the Asian region. This long record of colonialism, dating from 1498, has probably affected this region more than any other in the world. A more detailed look at contemporary Southeast Asia will precede consideration of three countries—Vietnam, Indonesia, and Thailand—which represent the range of cultures and problems in the area today, two of which probably have suffered most from their colonial heritages, and one which has no such history.

In all of Southeast Asia a new type of domination is being established: the economic colonialism of Japan and the cultural subversion of the United States. What these relatively new influences portend for the future will be a closing consideration of the program.

This is a part-time program designed for persons in the surrounding community who cannot attend Evergreen full time. But the problems it poses require a good deal of hard thought.

To encourage serious thinking on these problems, a number of short essays are required as part of the seminars. Some are written and some presented orally. At least three events, in the form of films, slide shows, or lectures, are scheduled in addition to the weekly evening seminars. These involve all the small seminar groups and are open to the public as well.

SPACE, TIME AND FORM
Common Problems in Art and Science

3 quarters
3 units each quarter

Space, Time and Form—

- Basic elements in a world of continuous growth, development, and change.
- Phenomena to be examined, savored, manipulated.
- Keys to the understanding of a wide range of natural phenomena and human experiences.

In this program we focus on fundamental space-time-form concepts in art, science, and the whole range of human needs.

Students and faculty together share in exploring these and many other problems:

- What is the basis for classifying some types of human activities as "artistic" and others as "scientific"?
- Have these distinctions always existed and if not how did they develop?
- Is it possible that an understanding of common factors will permit a new unity of art and science?
- What are our everyday experiences with space, time and form and how are these influenced by cultural, physiological and other factors?
- Are our common sense notions trustworthy? adequate? can they be manipulated? What about visual and sensory illusions?
- What methods do we have for depicting and representing movement through art, science, mathematics, technology?
- What is the nature of time? Does it have a direction? How do we experience and represent it?
- How are spatial and temporal distortions used in contemporary arts and sciences?
- What is "personal space"? Biological time? How do these affect us?
- How can we use our knowledge in the comprehensive design of time-space forms which will better serve our needs?

We approach these problems from the perspective of the artist, the designer, the physicist, the historian of ideas, the psychologist, the anthropologist, the biologist—seeking an integration of these viewpoints through readings, discussion, writing, lectures, demonstrations, and public events.

Roughly half of our efforts are devoted to reading, book seminars, and individual writing projects. Our Shop (laboratory/studio) is the center for much of the remainder of our exploration of space-time-form phenomena. The shop problems are carefully coordinated with the readings and other work of the program. There will be, however, a wide range of op-

tions available for individual treatment of each of these problems.

The program is rounded out by a rich variety of other activities including films, lectures, a number of field trips and a series of exhibits on "Art and Science," including much of our own work.

Typical Weekly Program:

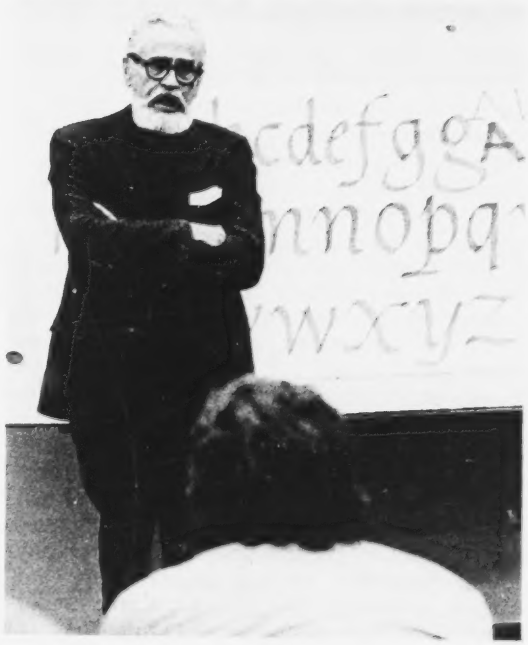
Monday afternoons, Tuesday mornings, and Thursday mornings or afternoons: small group discussions, book seminars, presentation of individual projects, periodic evaluation of seminars.

Tuesday afternoons: Program Assembly for lectures, films, demonstrations, program evaluation.

Wednesdays and Fridays, all day: Shop problems and projects, field trips, individual student / faculty conferences.

For Whom?

This program was designed for those students who seek a good introduction into the arts and the sciences. The faculty members of this group are persons of broad artistic, scientific, and philosophical interests. After the conclusion of the program some students may wish to continue in the serious study of art or the biological and physical sciences, or the history of ideas. Others may wish to enter advanced programs similar to current programs in Environmental Design or Communications and Intelligence, or continue study at a more specialized level through Contracted Studies.



COMMUNICATIONS AND INTELLIGENCE

The Nature and Use of Media Technology

4 quarters
3 units per quarter

This year's program might better be titled "Image and Sound: Creation and Thought," since the emphasis has shifted to the manipulation and control of images and sounds as they shape our concept of the world. Students are equipping themselves to move directly into careers, into postgraduate study, or into other disciplines. They are gaining an understanding of the communication process, acquiring skills and techniques toward creative excellence, and enlarging their capacity to make significant contributions to society.

At Evergreen, the study of image and sound and related production techniques is neither "audiovisual education" nor "communication theory." Here we balance the practical "hands-on" techniques of the professional with the investigation of theories and their practical application. The program provides a wide variety of experiences and opportunities which enable the student to make an informed choice of career upon entrance to the professional world.

The program is divided into four major areas: (1) The study of image and sound theory and its relation to practical achievement; the relationship between screen arts and other audio-visual and performing arts; the history and criticism of the screen arts. (2) The study of mass communication and audience analysis from artistic creation to advertising and marketing; the development of organizational and writing skills. (3) The study of general elements of communication techniques, such as motion picture and still photography, sound recording, editing, screenwriting, animation, graphics, and videotape; the understanding of their potentials and limitations. (4) Planning and execution of specific projects, including field experience in professional operations, collaboration with Evergreen staff and other students in generating film and videotape materials, or conducting workshops to serve students from other programs.

An integral part of each student's program is an internship with area producers, broadcasters, businesses, or College-based projects. This experience provides significant contact

with real problems of the design, production, and use of materials for specific audiences. It assumes professional and realistic evaluations of the student's work.

The schedule of activities is organized so that members of the group can attend seminars, lectures, performances, and significant public events throughout the Pacific Northwest as opportunities arise. Seminars within the group investigate common readings, still photographs, motion pictures, video and audio tapes from outside producers, or projects submitted by members.

Each week members read at least one book in addition to relevant professional journals, view at least three films and television programs, and listen to significant recordings. Students write many proposals of projects, scripts, reports, and criticisms. They spend at least nine hours each week in supervised laboratory-studio work in which professional standards are stressed.

Facilities currently in use by students in this program include 35mm SLRs, 4 x 5 view cameras, enlargers, super 8 and 16mm motion picture cameras, an animation stand, synchronous recording and mixing equipment, eight-track mixing console, color television studio, portable VTRs, multi-media programmer, sound and film editing equipment, and sound and film library.

The faculty members of the Communications and Intelligence Program bring a background of broad experience in practical and theoretical applications of film and television to education and commercial programs. Particular areas of specialization include sound recording and mixing, still photography, photomacrography, motion picture production, animation, writing, history, and criticism. The faculty is reinforced by visiting members who are active professionals: A Seattle television newscaster, the editor of an inner city newspaper, the manager of a photographic laboratory, and many other professionals are working with students. The program thus provides a strong combination of theory and practice, understanding and action.

ENVIRONMENTAL DESIGN

3 quarters
3 units each quarter

Increasing population growth, unending urbanization, diminishing supplies of natural resources and rising dissatisfaction among affluent societies with their approach to life—all these have forced man to stop and reflect on the consequences of his actions.

As our name suggests, all of us will participate in designing environmentally; that is, developing an attitude and approach toward solving design problems in and of various environments. This comprehensive approach will include many human and nonhuman, physical and nonphysical influences, limitations, and forces involved in design problems. Inherent in this approach is the process of planning ecologically. We are dealing with a complex system, i.e., a multiplicity of sometimes conflicting variables. Nevertheless, we must recognize and account for as many of these factors as possible and work toward a balance, a stable equilibrium, through the design process.

A design problem arises whenever man desires or finds it necessary to alter his natural or man-made surroundings. Described in this way, designing environmentally becomes diffi-

cult to distinguish from the daily decision-making of living. However, we hope to make explicit the objectives and goals involved in each of our design problems and to research the implications of alternative design strategies.

. The Environmental Design Program has, therefore, dual purposes—to cultivate a large measure of *personal* as well as *academic* growth of the group members. In the program activities, these objectives necessarily complement one another rather than (as is all too common in traditional higher education) conflicting with each other. Environmental Designers learn by doing. They acquire supportive skills—information, techniques and methodologies—to clarify the design processes and help themselves to evaluate each step. Each participant will take on more and more responsibility for the planning and organization of his learning experience through the year. The confidence of each Environmental Designer should grow as he accumulates experience, knowledge, and evaluations of the decisions he has made, the actions he has taken.

The interests of staff and students determine the precise format and content of the Environmental Design Program. But we can suggest the range of the program by listing such topics as urban planning, architecture, economic growth, designs of utopia, views of nature, and future cities.

The Environmental Design Program functionally is divided into three components; individual or small-group projects, small-group seminars, and full-group activities. The individual and small-group projects form the spine of the Environmental Design Program structure. They deal with such challenging questions as:

1. What is the environmental impact of The Evergreen State College on Thurston County? What is the impact of Thurston County on The Evergreen State College?
2. What is low income housing? Are current governmental assistance programs harmful or helpful? Are the methods by which people satisfy their needs for shelter more important than the physical buildings themselves?
3. How can the study of utopia (nowhere) help us deal with today (somewhere)?
4. Can the physical environment support the learning process? In what ways do the physical components of The Evergreen State College environment facilitate or hinder the new academic programs at The Evergreen State College?
5. What lessons in environmental design can we learn from natural structures and natural systems?
6. What are the implications of population policies? What are the implicit philosophical bases for the control, rationing, or constraining of resources?

The projects run parallel to the small-group seminars and are supported by them. The ideas discussed and the skills developed in these seminars find application in the project work. The concept of a seminar, a core group of ten to twelve people, will be used throughout the year. We shall encourage flexibility through rotating membership in specific groups.

The third componnt, the full-group activities involving all members, will include such events as lectures, films, presentations of methodologies and of evaluation techniques, sessions to plan projects, sessions to review projects, skills-workshops, and field trips.

HUMAN BEHAVIOR: SELF AND SOCIETY

3 quarters
3 units each quarter

This program attempts to integrate, fully and naturally, the whole study of man—biological, sociological, anthropological, psychological—with the serious study of philosophy, religion, literature, the creative arts, and intellectual development generally. It also emphasizes practical experience, through internships, workshops and research projects of various kinds.

The Human Behavior Program did not appear in the first Evergreen catalog but was developed to meet the needs of many of the students who transferred to Evergreen from

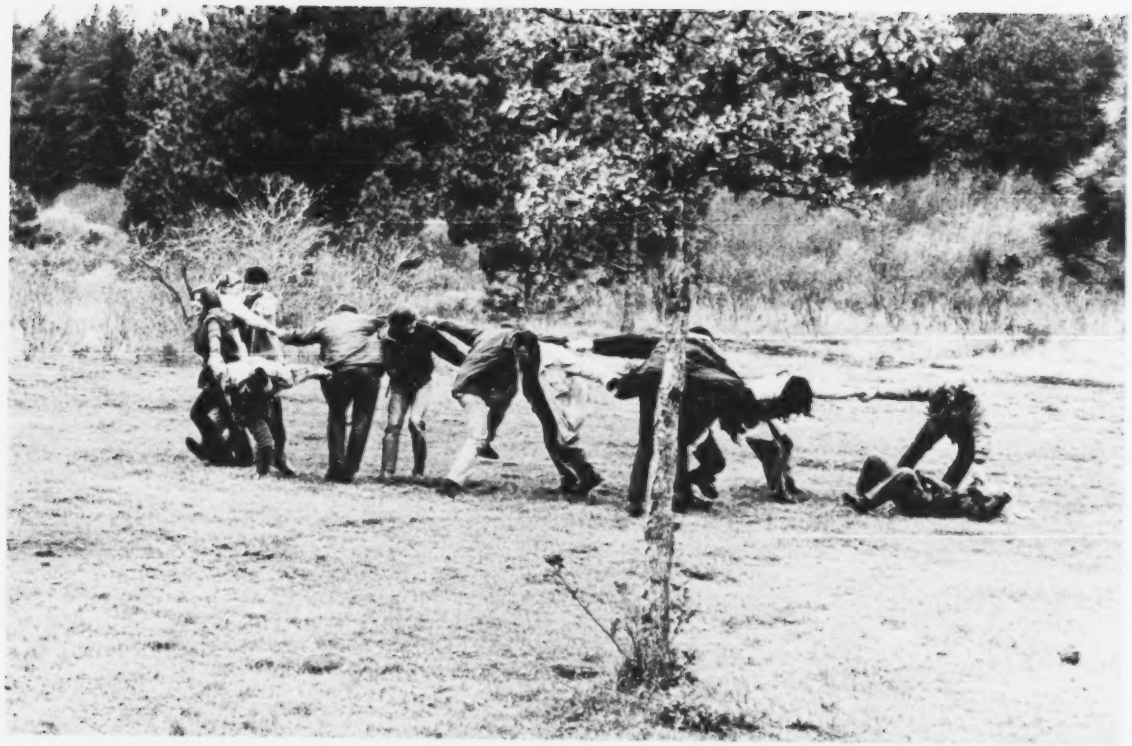
other colleges. These students often had rather extensive experience in college-level work. Many of them also shared interests in teaching, social work, counselling, penology—professions which require an understanding of human behavior and society. The program attempts to serve these students at their advanced levels of experience and concern.

The schedule for the year falls into three broad sections. The first, a five-month-long "academic" program, introduces material from biology, psychology and anthropology. It raises central issues and provides a comprehensive framework for intensive individual research and group discussions. This period will conclude with a series of seminars on the life cycle, in order to integrate all the study thus far. Concurrently other seminar groupings will study the life and work of some one person—perhaps Tolstoy, or Margaret Sanger, or Malcolm X, or whomever students and staff find worthy of concentration.

The second, two-month-long period (March and April) is reserved for full-time internships or special projects. In the third period (May into June), students will return to campus to share the experiences gained on their internships and projects, to define new questions about human behavior, and to look at some ideas about future directions for society. This last period will be planned largely by the students.

The seminars within the program sometimes concentrate upon some shared reading. But just as often each student will be responsible for choosing and researching a topic important to the group discussion and presenting his findings to the group. Thus the seminars rely heavily on the resources and individual contributions of the students. For example, the period devoted to psychology will consist of: one week devoted to a broad introduction to the range of personality theories; one week of uninterrupted study during which each student studies a theorist he has chosen (Freud, Laing, Skinner, Rogers, or another); two weeks of seminars on such topics as early childhood, family relations, and work, in which each student represents the theorist he has studied.

Every fifth week the seminars stop, and the program offers a set of week-long intensive



workshops on special topics. Each student works in only one of these workshops. Some workshops have been planned on animal behavior, role-playing and psychodrama, myth and religious experience, poverty and affluence, and art and music as social expressions. Students can also suggest and develop their own workshops, and students working in other Evergreen programs will be invited to join us in these activities.

The program also asks each student to pursue a project of independent study on some topic of particular concern to him. A wide range of projects will satisfy this requirement. Students approach them by signing contracts with the seminar leaders within the program. Some students, for example, may choose to design workshops. Others sharing such interests as social work, teaching, parole work, or creative writing can make up special seminars to pursue their interests.

An extensive film program is scheduled, the films carefully chosen to relate to the topics currently under discussion. Our booklist cannot adequately represent the work of a program like this, in which so much depends on the special research of the individual students. But perhaps a partial list of topics will help you to understand our concerns: Animal Behavior, Evolution, Instinct, Aggression and Warfare, Childhood, Social Roles, Sex Differences, Cultural Conflict, Mental Retardation, Ethics, Poetry, and Processes of Education.

MAN AND ART

3 quarters
3 units per quarter

During the first quarter, the program focuses upon the roots of modern culture. The core of our study is an examination of the European Renaissance—its arts, its philosophical assumptions, and their consequences for society.

As an introduction to the complexities involved in a study of modern Western culture, the program begins with a reading of Marshall McLuhan's *Understanding Media*. The themes set forth in this book are to be pursued through the year. Concurrently, the first assignment is a personal definition of culture. Other readings this quarter include: More's *Utopia,* Marlowe's *Dr. Faustus,* Shakespeare's *Tempest,* and selections from Walter Pater's *The Renaissance* and Arnold Hauser's *Social History of Art*.

Seminars explore the philosophical background of Renaissance culture and its implications for the present-day world: the rise of harmonic, multi-tonal music; the effects of the Reformation and the rise of individualism; collectivism and individualism in the arts; and the development of the one-point perspectival system and its ramifications in the art and thought. We augment our seminar discussions

by field trips to museums and concerts. In addition, the program provides ample opportunity for individual studies in languages, music and the arts. These include explorations in various media—painting, pottery, crafts and design. The first quarter culminates in our producing for the community a presentation of late Medieval and Renaissance music with set-designs and multi-media projections.

The second quarter begins with a week-long retreat in a nearby camp, providing time for discussion and exploration of the development of first-quarter themes. The emphasis this quarter is on the global expansion and culmination of Renaissance culture in the industrial and technological revolutions which began in the late eighteenth and continued into the twentieth centuries. How do individualism and rationalism as basic cultural assumptions relate to the rise of the Machine with its consequences for the artist and his vision? As a parallel theme, we examine the encounter of essentially individualistic European culture with the collective and traditional non-European cultures during the period of the great Imperialistic expansion.

In addition to selections from McLuhan and Hauser, we read from the poetry of William Blake and Walt Whitman, Gauguin's *Noa Noa,* the philosophical works of Kierkegaard and Nietzsche, and Lewis Mumford's *Art and Technology*. Seminar topics include the music and poetry of Romanticism; tradition, historicism and innovation in the arts; photography and abstraction; the development of the opera; and the rise of the artist as anti-hero. These discussions are supplemented by guided explorations in various media, crafts and music, field trips and concerts, and individual studies and internships. We conclude this quarter by preparing a festival in the tradition of the Rites of Spring for the benefit of the community.

In bringing ourselves up to the present, we bring ourselves to where we began. Thus, the third quarter deals with a series of questions: What is culture? Are we in a position to re-direct our present culture? Is a Global Renaissance which lays the seeds for a truly world-wide culture possible? What are the bases of a new culture?

Readings include selections from Jung's *Man and His Symbols,* Herman Hesse's *Magister Ludi,* Aldous Huxley's *Island* and *Doors of Perception,* John Cage's *Silences,* Roszak's *Making of a Counter-Culture,* and Lao-Tzu's *Tao-Teh-Ching*. Seminars explore the intermingling of East and West; implications of global technologization; jazz, harmony, dissonance and rock, rational culture and the immensities of consciousness; "modern art: disintegration or reorientation?"; and "art, utopia and integration." Field trips, concerts, movies and individual explorations in craft techniques, music and visual media culminate in the finale of the year, a New Renaissance Fair of Art and Harmony. A publication of poetry, essays and various literary efforts—"The New Renaissance Oracle"—brings together for publication the ideas and explorations of the program as a whole.

Throughout the year we emphasize a balanced interplay between study and discussion, individual self-expressive explorations in arts and crafts, and group efforts. The aim of the program is to make the individual aware of his own nature and cultural makeup in order that he may more integrally view and express himself for the greater harmonization of the world around him.

THE EVERGREEN ENVIRONMENT
(Group Contracted Study in Biology)

Fall and Spring Quarters
3 units per quarter

The Evergreen campus consists of almost 1,000 acres of forest land (including the present building sites) and 3,300 feet of shoreline along Eld Inlet. It is very important that information about the physical environment and natural history of the campus be collected and made the start of a continuing research program. Since equipment and facilities for the natural sciences are very limited during Evergren's first year of operation, the campus serves as a natural outdoor laboratory and is the focus of the first year's work and study. The program provides a continuing experience of work and study in ecology and marine biology for students with background, experience or interest in the general area of field biology. Knowledge and experience is gained by reading and discussing books dealing with biology and ecology, through the acquisition of skills and techniques and by working on field research problems.

In small group meetings during the fall quarter, students and faculty read and discussed the following books: *The Forest and the Sea, Sand County Almanac, Readings in*

Ecology, The Darwin Reader, The Meaning of Evolution, Immense Journey, Population Bomb, and *Environment, Resources, Pollution and Society.*

There were also weekly workshops during the fall quarter to provide instruction in various skills and techniques. These included microscopy, elementary surveying, taxonomy, collection and preservation of biological specimens, aerial photographs and maps, and computer use and programming. Activities in these workshops included lectures, demonstrations and practical exercises and applications.

A similar program is planned for the spring quarter. During the winter quarter students are able to work in internship programs, to do intensive reading and study in some specific area of interest, or to continue with their field research projects.

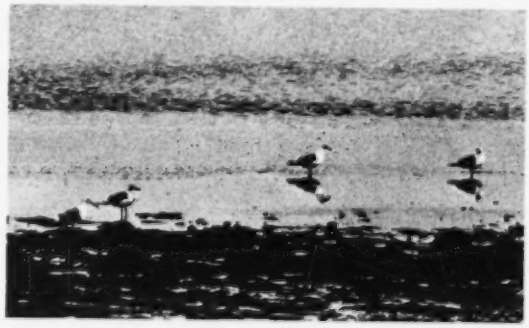
The field research projects are conducted by individuals or small groups of students who select some aspect of the campus environment for intensive study.

The following is a list of the projects started during the fall quarter:

- Hydrological studies of campus watersheds
- Plant communities of the Evergreen campus
- Survey of marine plant life
- Survey of marine invertebrates of the intertidal zone
- Survey of birds and waterfowl of the campus area
- Development of nature trails and environmental interpretative programs
- Hydrographic studies of Eld Inlet
- Collection of campus meteorological data

In addition to these activities there are field trips planned to various places of biological and ecological interest in the Pacific Northwest. In the fall quarter the group visited the San Juan Islands and Long Beach Peninsula, and briefly surveyed the major Puget Sound drainage basins.

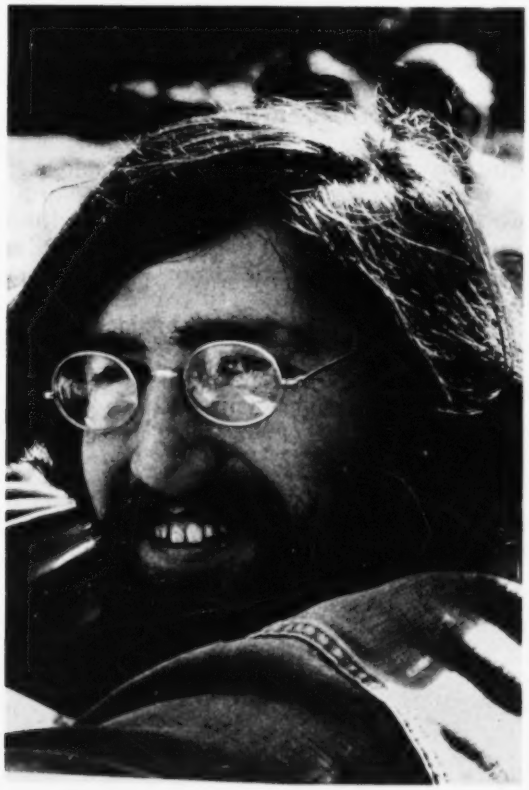
Work in this program will enable the student to explore a wide range of subject matter through study and practical work. This could lead to a broadening of his interests or to a further definition of career goals.



INDIVIDUAL LEARNING CONTRACTS

The academic planners of Evergreen had assumed that there would be very few individual learning contracts in the opening year of the College. The preparation of contracts for valuable study depends to a large extent upon acquaintance—of students with the concerns and talents of various faculty and other staff members, and of the prospective sponsors with the students' needs and capabilities. Obviously, there could be little acquaintance in the first days of the College.

It also seemed fitting that students, faculty, and staff should begin academic work by concentrating upon group activities—Coordinated Studies programs and group learning contracts. Nevertheless, some of our first students demonstrated the interest and capability necessary to negotiate contracts with a few faculty and staff sponsors available to work with them. As a result, in our first quarter, more than sixty full-time and part-time students were involved in individual learning contracts.



The sampling of titles which follows will give you an idea of what has been possible, even under restricting circumstances. These are not titles of courses to be repeated, and you should not assume that specific contracts in these areas will be automatically available for students in future years. For all individual learning contrcts must be negotiated between students and the sponsors who happen to be available at any given time. They depend upon the matching of specific interests at each step. Many of our first contracts also depend upon the interest and current availability of skilled subcontractors off campus who provide the necessary day-to-day assistance for the students. Nevertheless, these titles will suggest to you what can happen by showing you what is happening.

A Sampling of Contracts, First Quarter, 1971-72:

Full-Time Students—

"Psychology of the Mass Media"; "Student Services Internship"; "Meso-American Language and Culture"; "Development of English Fiction"; "Teaching Internship in Art, Music, Reading"; "Banking Internship"; "Expressions of Death and Burial in the U.S."; "Historiography of the Seventeenth-Century English Revolution."

Part-Time Students—

"By, For, and About Women"; "Survey of Statistics"; "Family Therapy"; "Understanding Federal Legislation"; "Alternative Education"; "Tutorial on Urban Planning"; "Photographic Essay: Japan"; "Ear-Training Laboratory Internship."

IV. Prospects, 1972—

PROSPECTS, 1972—

Besides repeating the large majority of their departmental courses annually, most colleges are in the habit of using their formal public bulletins to announce the courses which will continue and the new courses which will be added to their offerings in the coming academic year. Usually the deadline for the sending of new bulletin materials to the printer determines earlier deadlines by which all changes in offerings must be fixed. Such a procedure often entails the late appearance of bulletins and a certain inflexibility in responding to the developing needs and concerns of students and teachers.

At Evergreen we wish to avoid such inflexibility and to use our public bulletins to describe the vital processes of the College which you will discover if you choose to join us. We wish to give you a meteorological report on the Evergreen climate for learning.

Therefore, you will not find here the specific new programs to be offered in 1972-73 and the years beyond. Instead, you will find general essays which set forth our attitudes, hopes and long-term plans. They amount to a comprehensive invitation to belong to this kind of college. Those who wish to join us, as well as those who will be continuing their work here, will receive announcements of specific programs for 1972-73 as the proposals for them are approved—by the early spring of 1972 and on into the new academic year, as the faculty, staff, and students seek to respond to new perceptions of problems and to new opportunities for learning.

PROGRAMS FOR THE FUTURE

How Coordinated Studies groups are formed:

From the brief descriptions of programs now in progress, you will have gathered how various Coordinated Studies groups can function. You should also recognize that many of the concerns now being studied will continue to be subjects of investigation. Though the specific program titled "Political Ecology" may not be repeated in a future year, Evergreen students and faculty will continue to be interested in the environment and in political processes. The same holds true for the other problems approached in the programs for 1971-72, including those of American minorities, of human development and behavior, of all methods of communication, and most certainly of human intelligence.

In addition, faculty members and students have already started sharing thoughts on a number of other topics, including the study of the impact of technology on culture; the study of war and peace as cultural expressions; the historical, cultural, and philosophical study of law; the study of forms combining different arts, such as music and literature; and area studies—in Japanese culture, Latin American cultures, and the cultures of Southeast Asia. There are many stimulating ideas, problems, and needs around which Coordinated Studies programs can be and will be organized. Rather than listing such interests before they have reached the stage of definite proposals, however, it would seem useful to describe how Coordinated Studies groups are formed.

Plans for Coordinated Studies programs are formulated by faculty members and submitted to the academic administrators for consideration. The next series of proposals for year-long programs will be formulated and submitted during the winter quarter of 1971-72. Programs of shorter duration may be proposed later, so that we can combine flexibility in offerings with sufficient care in planning. Though there is no hard and fast rule about how faculty members who wish to organize programs should call upon students for expressions of interest and help in formulating proposals, each proposal must carry clear demonstrations of student interest and must describe exactly how students have helped in the planning. Even prospective students who have not yet joined the Evergreen community can make their interests known by their responses during the admissions process. The academic administrators will then approve those proposals which best satisfy the general goals of the College and allocate faculty support and funds to them according to the resources available.

Each completed proposal for a Coordinated Studies program will include: a description of the study to be undertaken; a rationale of its goals; a statement of its duration, along with a tentative operational calendar and a sampling of appropriate assignments; a description of the students it will serve, in number, the levels of competence assumed, and the type of constituency envisioned; descriptions of the number and kinds of faculty members needed, and of how faculty, staff, and resource persons from off campus will serve the program; and an estimate of the financial support required, including both the average cost to the College *for* each student enrolled and the average cost *to* each student who may choose to join the program. During the time in which preliminary proposals are being drawn up and complete proposals submitted, the academic administrators will continually seek advice and information from students, faculty, and staff toward the most effective planning of the total range of offerings and the selection of the most promising proposals for specific programs.

After a proposal has been approved and the faculty team selected, each team will determine its own materials and the needs it shares with its students. Each team designs its own program, makes up its own schedule, conducts its own experiments in curriculum design and teaching, arrives at its own agreements for governance, and evaluates its own effective-

ness. The team asks for a mandate and gets it. It is up to the team to use its resources, its energy, and its mandate to do something memorable and something significant.

Possibilities for contracts:

Good contracts depend upon a matching of interests between students and sponsors and the availability of the resources needed. Both the coming together of the people and the fulfilling of needs will continue to be somewhat restricted in the early years of the College. Not only do contracts often depend upon acquaintance—only now being formed among our first students, faculty, and staff members; all of us will also have to gain experience with this pattern gradually so that we can achieve the flexibility we seek and still keep our Contracted Studies sensible and strong. Even more important, in the early years, the resources of Evergreen will be limited. Our physical facilities and the variety of experience represented by those persons available to sponsor contracts will not yet be extensive enough to enable Evergreen to support as many kinds of specialized study as our students might wish to undertake.

You may expect, therefore, that in the early years there may be a preponderance of small-group contracts over individual contracts and of faculty initiative rather than student initiative to get things started. Advanced students who can use the specialized help available will be given priority in arranging contracts. We can, however, tell you now about some of our preparations for more extensive activity in Contracted Studies. We shall never pretend that we have something for everyone; but as we grow and learn, so the opportunities for Contracted Studies will grow.

We assume that all faculty members not fully involved in Coordinated Studies programs during a given period of time will be available to sponsor Contracted Studies (up to a limit of 15-18 students each, according to the specific demands of the contracts and the other demands upon their time, such as running workshops, developing self-paced learning materials, or serving as subcontractors for other projects). There will be a tendency, already observed in our first year, for individual projects begun in Coordinated Studies groups to gather momentum and turn into separate learning contracts. The faculty team in each Coordinated Studies program has the right to determine when it is appropriate for students to move into such contracts and to allow team members to take on such related contracts in addition to their service in the program. In addition, administrative officers and other staff members will be able to sponsor a few contracts at a time.

If you join Evergreen or continue your work here in 1972-73 and the future, you will find increasing opportunities for contracts as more and more faculty members work in Contracted Studies. As both students and faculty

members move back and forth between Coordinated Studies and Contracted Studies, we hope to reach a position in which at least one-third of the faculty will be available to sponsor contracts in any given quarter. To that end, we have begun to assess the kinds of

academic competence, experience, and interest represented in our current faculty.

Evergreen has attracted and will continue to attract teachers and other staff members who have a variety of concerns and skills. In our 1970-71 planning faculty of 18 persons, for example, we found teaching experience in some 38 different fields. The new faculty members and staff members joining us this year have added to our total resources along the same lines of versatility and strength. To aid in comprehending this range of talents, we have tried to develop an inventory of the academic interests represented in our current faculty and staff.

The inventory lists a number of fields which have been or can be related to undergraduate education toward the B.A. degree. It asks each faculty and staff member to respond by marking those fields in which he has any interest or experience, in the following way:

1. This is my main professional field.
2. Not my main field, but I have taught in it.
3. No teaching experience, but I think I could work independently in it, taking students through contracts or bringing it to bear on a Coordinated Studies program.
4. I couldn't work independently with beginners, but give me a reasonably advanced student and I can guide him.
5. I'm interested as a beginner; if another beginner wants company, I'd be willing to learn with him.

Preliminary results from this inventory indicate that Evergreen already can offer a good deal of energetic assistance in a number of special interests. Among these are the biological-ecological sciences, the history of science, computer science, mathematics, media techniques and criticisms, the visual arts, all sorts of literary study, academic and business problems of administrative practices, the history and practice of education, counseling and group therapy, sociological techniques, anthropology, women's studies, history, philosophy, political science, and American studies. Though we shall not work on a merely mechanical principle of "covering the ground," the faculty and academic administrators of Evergreen also intend to recruit new faculty members for 1972-73 to add strength in such fields as the chemical, physical, and earth sciences; foreign-language study; the performing arts; economics; public affairs; and a variety of area studies.

As you think about the sorts of problems you might wish to study through learning contracts, you should also consider the rich variety of skilled assistance which you can receive from off-campus subcontractors. The agencies, industries, businesses, schools, public-service institutions, and workshops of the larger community contain many people who can help you, especially in those areas of vocational practice which need not be duplicated on campus but which nonetheless hold large opportunities for learning. The Office of Cooperative Education is hard at work identifying these people and preparing the arrangements through which the students and sponsors engaged in future contracts can make use of their services.

Faculty and staff members will be available to sponsor work in Contracted Studies only over time and by turns. But from these observations and from your reading of the descriptions of 1971-72 programs, you should have a sense of the kinds of experienced and energetic people who will be eager to match interests with you.

COOPERATIVE EDUCATION / INTERNSHIPS

During your career at Evergreen, you will have opportunities to combine your study with practical on-the-job experience. These opportunities are important for two reasons: First, practical experience can often enhance the meaning and value of readings, discussion, and other kinds of academic work. Second, one of the major purposes of college training is to improve your learning capacity and to prepare you to enter a career after graduation.

The Office of Cooperative Education has been organized to assist you and your faculty sponsors and seminar leaders in locating and arranging practical work experiences to match your programs of study and your career interests. Opportunities for credit-bearing work may be arranged with business offices and industrial plants; with school systems; with local, state and county governmental agencies; with social service agencies and organizations, and with other employers in the community. A few may be available on campus—for example, in the media services area of the library or in one or another of the many administrative or business offices—even in the Office of Cooperative Education itself. By taking part in these practical, job-oriented activities you will be better able to determine the kind of career you wish ultimately to enter, to understand yourself and your interests more fully and to increase your familiarity with the kinds of work in which your energies and talents can best be invested.

Credit bearing work experiences will generally be of two kinds:

Career-Learning Experiences: These are internships in which the primary emphasis is on training or field experience directed explicitly, often visibly, toward realization of your career goals. These will most often be arranged as Contracted Studies, and will include internship arrangements in such diverse fields as banking and finance, business administration, public relations, public administration, personnel management, education, and a host of others. Career-Learning internships may be arranged in a variety of ways, including full-time work with no separately identifiable academic components, full-time work with a small academic component, part-time work

with a part-time academic component, and part-time work with no separate academic components. The best combination to fit your needs, as well as the amount of credit to be earned, should be worked out between you and your faculty sponsor. Whenever possible, you will be compensated for your work in career-learning activities. Whether or not a

contract for a career-learning experience contains such identifiable academic components as a reading list and tutorial meetings, you will be expected to analyze and to reflect continually about what you are learning on the job.

Service-Learning Experiences: These are internships in which the primary emphasis is on field experience relating to your current study program but not directed toward any specific career goal. These will usually be arranged as a part of your activity in a Coordinated Studies group but can also be carried out under contract and will be designed to enhance and expand on your experiences on the campus. They are called "service-learning" experiences because more often than not you will be offering your time, talents and skills to a social or community-service organization in exchange for the educational experience and insight which can be gained from involvement in the activities of the agency. Opportunities for Service-Learning will include field placement in such agencies and organizations as Head Start, Home Start, mental health programs, hospitals, Community Action programs, youth centers, and a host of others. Most of these activities will involve little or no pay, but should be highly rewarding, both in social fulfillment and educational enrichment. These experiences may be arranged in a variety of ways, but if you are in a Coordinated Studies group you should bear in mind that your internship must relate to your study program and that off-campus commitments should not be allowed to conflict with the activities of the group. As in Career-Learning, your group coordinator or another faculty member will work with you to arrange and evaluate your internship experience.

Cooperative work-and-study internships will enable you to accomplish a number of other objectives as well. Where certification is necessary, as in education or physical therapy, internships should help to satisfy the requirements. In commercial and industrial establishments, scientific agencies and hospitals, social service units and government departments, internships should not only increase your employability and your understanding of the work setting. They should also lead to your becoming acquainted with the kinds of people and the kinds of tasks that will be important to you when the time comes for you to enter a career. Other kinds of work-and-study opportunities may also involve learning practical techniques from professionals in arts and crafts. These will lead students to independent artists, theater groups, galleries and museums, and commercial studios. The goal is to help you develop productive relationships with men and women who successfully represent the world of work.

Participation in a contract for any of these activities will mean a continual relating of practice and reflection, not a mere alternation of work at one time and study at another. At Evergreen, such arrangements assume that you will be both performing tasks and thinking about them, bringing the full strength of your intelligence and knowledge to bear upon the job you are performing.

Whether you are involved in Career-Learning or Service-Learning, an Evergreen sponsor will work closely with you in carefully selecting an appropriate work experience, helping you on related projects, and exploring the implications of the work experience. You will come to understand much more of the complexity of the world outside the College environment. And future employers will find both your professional skills and your increased awareness of human relations to be very desirable as you move from your formal education into your chosen career.

If you are interested in pursuing the possibilities for on-the-job experience in your chosen field, you should contact your faculty sponsor or the Office of Cooperative Education well in advance of the date you plan to begin your internship. This will allow time for planning and for locating the right kind of placement to fit your individual needs.

SELF-PACED LEARNING

Learning at Evergreen can take place in many forms. Seminars, workshops devoted to skills, and laboratory investigations are a few examples. But we also consider individualized instructional systems to be an integral part of our resources for learning. We can improve the effectiveness of the whole process if a student or teacher identifies those elements of information which can be learned by a person working individually at his own pace. The purpose of a self-paced, individualized instructional system is to organize one's time and talent into a kind of self-discipline in mastering difficult concepts. The several components that comprise the system are interlocking, in that any changes in objectives, programs, teachers, or students will have an immediate and direct influence upon the others. Several styles of self-paced instructional units will be available to students at Evergreen.

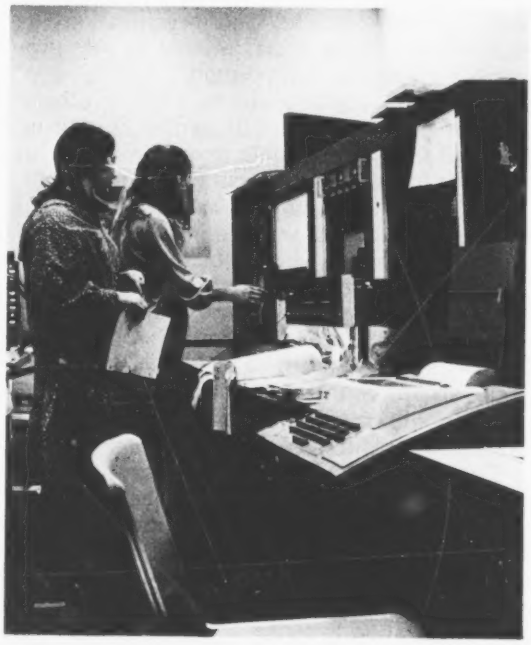
We wish to enable each student to tailor much of his study to his own interests and needs. We assume that a student can approach various subjects by various routes—books, discussions, firsthand experiences; but also slides, films, video tapes, audio tapes, and computer programs. We begin by having an inventory of learning materials and devices easily available. And we encourage students not only to use such resources of the College but also to help us develop these resources, so that the results produced by a Coordinated Studies program or individual learning contract may become the basic materials for new self-paced learning units.

We are also concerned with matching learning techniques to the kinds of information and procedures that the student needs to master at one time or another. And such concerns imply making the best possible use of all devices.

Once the printed book (the first widespread self-paced instructional device) had been developed, the medieval lecture, in which the teacher dictated the sentences in his precious manuscript to the note-taking students, became largely obsolete as a device for conveying factual information alone. Some sort of classroom drills and quizzes on routine matters, however, were still necessary. For books do not themselves contain feedback mechanisms. They don't tell you whether you really understand them. A student must still be called upon to write about them or discuss them.

At Evergreen, there will be much writing and discussion. But we also use new techniques, such as computer instruction, sound-on-sound tapes, and other learning programs which enable a student to know how he is succeeding step-by-step and to store his immediate responses for future checking.

A self-paced learning program thus takes a certain kind of information or a procedure out of the standard classroom format and makes it



available to the student in a learning resources center. The student masters material on his own time and at his own rate, exactly when he finds it essential to his understanding of some key concept. In a "mastery learning" program —for example, on how to write a time-sharing language for a computer—learning outcomes are first specified and then the materials are presented as sequential tasks. The student masters each step as he moves along.

Self-paced learning resources will at times be included within the total work of a Coordinated Studies program or as assignments within a learning contract. In some cases, a student will devote a whole learning contract, with guidance and evaluation from a faculty or other staff sponsor, to the mastery of a series of self-paced learning units. At other times, he may sign a contract to produce new self-paced learning programs. At all times, these resources will be available to support the total educational program of the College.

Students and teachers will thus be better able to use their time together for intensive discussions. Having investigated those routines which can be studied and mastered by individual interplay with a learning medium—book, tape, film, computer, or other program to develop skill and insight—people will not have to devote meetings to mechanical drilling but can work on the learning they have already developed and plan the next appropriate steps.

Programmed Units for Skills

The first exposure, for example, to the use of the microscope during the laboratory experience in biology may come in self-paced study sessions. Visualize a student, having arrived at the science building, as seated in a study station. The mastery unit on microscopy has been selected. From a set of headphones he hears information in the voice of a fellow student. The tape may start as follows: "This tape will begin your introduction to the nature and use of the compound microscope. Observations through the microscope are primarily based upon optical phenomena, and are limited or extended by the optical system of the microscope. Now start the motion picture projector located by the microscope. You can follow the animated diagram which details the light path and lens system in a microscope. . . . Now stop the projector and bring the microscope with the arm toward you and swing the 4x lens into place. Rotate the coarse adjustment knob one-half turn. How far did the objective move? . . . " At this point the student might opn a notebook and make sketches and notes comparing the projected slide and his own observations.

The student then would turn his attention back to the microscope and additional film animations. Focusing techniques and problems would be explained. Working with the film and tapes, he would develop expertise in focusing and lighting at higher and higher magnifications. During frequent breaks in the routines, he would obtain samples and discuss his progress with other students.

For another example, let us say that a student has just completed a laboratory investigation in which he has titrated samples of an acidic solution which he has collected. After a late afternoon conference with a faculty member, he is asked to proceed to a computer terminal where trial titrations involving more complex solutions can be simulated. After dialing a phone number to connect a study station into the computer, the student enters into a dialogue with the computer.

Student: (typed message) I wish to enter into a dialogue on the determination of the equivalent weight of an unknown acid.

Computer: (typed response) Very well. You have unknown number 21348, what do you wish to do with it?

Student: Dissolve it in water.

Computer: Don't you think it would be a good idea to weigh out a sample first?

Student: Yes. Weigh out about a one-half gram sample.

Computer: The sample weighs 0.5324 grams. Now what?
Student: Dissolve it in water.
Computer: How much water? (Etc.)

After more dialogue, in which the student controlling the computer changes many details, he eventually simulates the preparation of a solution and arrives at the detail of a complex, time-consuming titration. The data provided by the computer to the student late in the evening, interrupted by breaks for coffee, is used to plot a curve. The curve will be compared at the next seminar with the one prepared in the laboratory using the water-polluting sample the student collected.

The teaching-learning interaction has proceeded with unusual effectiveness. The student has made use of a system, including the incredible computing capability and memory of a computer, as an integral part of the learning experience.

Artistic Unit

Another kind of unit in self-paced instruction might treat poetry as an auditory experience.

Poetic contributions are recorded on audio tape cassettes. A student responds two ways: One, a short written essay criticizing the poem based on the auditory experience, and two, a discussion which the student records on a separate channel of the tape containing the poem. During further exercises in dictation the student tries to work from what he has heard and create his own presentation of how the poem should be set on the page. By comparison of his transcription with the standard text, he develops new insights into prosody. Conversely, he may work from the printed page toward performances of his own, continually checking himself by playing back his tapes. A faculty sponsor reviewing these materials at the completion of the project can thus accurately estimate how far the student has progressed and what further projects are in order.

A Survey Unit

A biology professor takes his study group to the shoreline area of the Evergreen campus. Their purpose is to study representative plants and animals in the Puget Sound shoreline. Several members of the group are carrying tape recorders; others have cameras. As a group project, they place signs and labels at key points. They make a complete sound and pictorial record of the trip. Several of the students from this biology group combine with their professor and a student from the study group "Communication and Intelligence" to edit the raw data into a presentation consisting of a pointed outline and a video-taped show cataloged into the College LIbrary.

The next time individual students or small groups go to study the shoreline laboratory their introduction comes from the student-teacher produced "package" in the library. They check out tape cassettes and use them as guides to expand upon features they will see on the pathway. Both students and teachers have shared unusual but productive learning experiences.

THE SCIENCES AT EVERGREEN

The Evergreen State College is a place where people know each other, where faculty are often learners along with the students, and where emphasis is placed on collaborative team efforts rather than narrowly competitive individualism. The prospective scientists will not study science in isolation, nor will there be a separate dishing up of science for other students.

Most Coordinated Studies programs at Evergreen have some aspects of scientific thinking woven into their fabric. Students in specific programs may move into laboratory space in order to conduct projects growing out of their studies. Similarly, students in Contracted Studies may write contracts that will involve them in absorbing research problems in one or another of the sciences. Through either or both of these ways of earning credit, individual students may prepare themselves for advanced studies in the various disciplines of science or may develop a broad understanding of the relationship of science to other areas of human knowledge.

Though Evergreen will not force students into required "major" programs or department-oriented disciplines, this does not mean that a student cannot specialize in some scientific discipline with a view toward professional capability. On the Evergreen faculty are many

persons who are highly trained and recognized for their work in various scientific disciplines. Their interests extend to a concern for people, for the problems of the campus, and for the problems of society and the world at large. They are committed to the interdisciplinary approach in making science teaching itself relevant and more immediately useful, as well as in trying to bring about a meaningful union of science with the arts and humanities. In addition, certain kinds of interdisciplinary scientific investigations which cannot normally be approached at the undergraduate level in other institutions are possible at Evergreen because of the responsiveness of its academic programs to the needs and interests of students, and because of its broad base of learning resources.

Much of the information and many of the skills necessary for tackling real problems in science have traditionally been bound up in courses. At Evergreen, such benefits will be available in the form of self-paced learning modules in learning resource centers. Thus skills needed for microscopy or concepts necessary for an understanding of photosynthesis can be gained when and if needed by any student in any program and at his or her own pace.

The combined opportunities for group studies, individual research and self-paced learning make the science programs available at Evergreen as varied as the individuals pursuing them. Coordinated Studies programs such as "Causality, Freedom and Chance," "Political Ecology," "Environmental Design" and "Space, Time, and Form" have had great appeal to students planning careers in science as well as to those whose chief interests lie elsewhere. A group contract in the Evergreen Environment has provided the vehicle whereby a number of students have developed real expertise in environmental studies. Individual contracts ranging from anthropological and archeological studies in the Valley of Mexico to research in aquaculture have contributed to the scientific understanding of those who have worked in them.

Resources and Facilities

The Evergreen campus, located in a thousand-acre forest on the shores of Eld Inlet of Puget Sound, provides an excellent location for environment-oriented science programs. The marine biology laboratory looks out across Eld Inlet to the rugged snow-capped peaks of the Olympic mountains and the magnificent rain forest. To the east, Mt. Rainier and the Pacific Northwest Cascade Wilderness areas beckon. Close by, in cooperation with the Washington State Game Commission, the College is developing an Environmental Studies Center on the Nisqually Delta, one of the last undisturbed river deltas on Puget Sound. Several ecological reserves exist within the thousand-acre campus, and the college owns 3,300 feet of precious Puget Sound shoreline. Mud flats, oyster beds, a salt-water marsh, protected coves for overwintering waterfowl, and a ready supply of barnacles, clams, jellyfish, and other marine invertebrates are right at hand.

Extensive on-campus laboratory facilities are available to interested students. In keeping with the interdisciplinary philosophy of Evergreen, the designation of these facilities has been left in general terms because teaching and research laboratories for the sciences exist side by side with ceramics studios, metal sculpture shops, and auto-tutorial learning-resources centers.

All of the science laboratories are either teaching-research modules or larger general-project spaces; no exclusive chemistry, physics or biology teaching-laboratories exist. Science education will be project- and research-oriented. Small groups of students will work with senior investigators in the laboratory or field.

Included in the laboratory facilities is a hybrid computer-assisted instructional system. This system, combining a digital NOVA computer with an analog computer, provides a valuable learning alternative for students who are not conversant in higher mathematics. Beyond this, the College has a computer center dedicated to undergraduate educational use.

Laboratory facilities also include animal rooms; greenhouses; wood, metal, electronics, glass and plastic shops; aquaria and growth chamber rooms; electron microscope laboratory; and photography facilities. Of particular interest is a large two-story terrarium where students can simulate environments to provide learning resources as well as to interpret various aspects of nature to the general public. Certain common instrument rooms are glassed in so that visitors and users alike can share some of the excitement of interesting work being done.

Standard equipment needed for investigations in any of the sciences is available. A central supply area of the supermarket variety is an added feature to make study more convenient.

Plans call for mobile microcampus units that will enable groups to travel to where the action is. Each unit will include commissary, laboratory and dormitory trailers. Thus the campus can extend in place and time to follow wherever research problems may lead.

Specialized work in science is possible to the extent that faculty and facilities are available. At present varied opportunities for study in the physical, biological and earth sciences exist, as well as in mathematics. Students who wish to prepare for careers in medicine, dentistry, veterinary medicine, computer science, resource planning, environmental design and many other related fields will also find the learning resources at Evergreen ncessary to achieve these goals. Most of the responsibility for specialization will be upon the student. He will have to decide what he wants to do, find out what he must do to accomplish his objectives and then do the work to the satisfaction of both himself and the faculty member or members working with him. Within these limitations, the progress of a student specializing in some particular area is dependent entirely upon his imagination and his capacity for work.

THE ARTS AT EVERGREEN

The arts at Evergreen represent more than a collection of activities and skills. We consider them especially important as they integrate and celebrate the life of the community and all of its members. Thus the arts can permeate the whole campus environment. They are visible, audible and vital in our surroundings, in the design of graphic productions, and in the public presentation of a wide range of creative work in drama, music, dance, film, poetry, prose and the visual arts—creations which celebrate personal and cultural diversity and richness.

The arts are equally visible and relevant to what happens day by day in all the spaces where we work, meet and live. There are a number of places on campus where students and teachers can explore and share artistic processes in an atmosphere of spontaneity and informality. Specialized facilities have also been planned for more careful and formal artistic encounters.

Programs involving the arts at Evergreen emphasize collaborations among artists (poets, musicians, filmmakers, dramatists, actors, dancers, sculptors, printmakers, painters, designers, craftsmen); collaborations between artists and scientists, artists and scholars; and exchanges between people of different talents who use different modes of knowing and be-

having. We wish to pursue creative explorations in an environment where ideas (not narrowly "artistic" ideas, but all ideas which have exciting potential for aesthetic exploration) are in constant exchange, and where the likelihood of making discoveries grows as students and teachers learn to move more easily among several disciplines. We believe that theory without practice is as meaningless as practice without theory.

In this same spirit of collaboration the arts become integrated with other disciplines in Coordinated Studies programs. Other kinds of collaborative projects shape and heighten community experience. Dramatic, musical, video-documentary, film, and other presentations promote creative participation and exchange. All of these programs, projects, and presentations can provide for those who perform them and those who witness them a deeper understanding and appreciation of natural and cultural phenomena.

Our approach to the study of the arts is "holistic." Thus, when students are introduced to the history of the arts, they are encouraged to find ideas and images in past and distant cultures which bear vital meaning for the present. They are also encouraged to see various cultural phenomena as part of a global human culture, a fabric that is being constantly rewoven and experienced anew. They may perceive, for example, how the experience of black men in Africa and later in America has found artistic form and expression, and how this experience relates to styles of art and life which we find to be current and "peculiarly American."

Within this atmosphere of cross-disciplinary collboration and integration, students who wish to pursue careers in the arts can engage in deep and prolonged activity to prepare for further professional study and work. The responsibility for specialization, however, rests with the student. If a student has demonstrated readiness for more specialized work in the arts, he will have the opportunity to negotiate

contracts for long-term artistic projects on campus, and internships, apprenticeships or other field work off campus.

According to the resources available and the degree of current interest in a specific activity, all Evergreen students will have the opportunity to engage in the arts through credit-bearing or extracurricular projects and programs. In some instances, students will form their own arts-centered groups and clubs. In special cases (e.g., private voice lessons) students wishing instruction in a particular art-form may work with teachers in the Olympia area under special fee arrangements. Musical groups such as a jazz ensemble, a choral ensemble, a music-theater company, and other chamber ensembles for classical,

folk, and rock playing—all these will continue to function as long as there is student interest. A comparable range of opportunities is being made available to students with interests in drama, dance, film, ceramics, weaving, printmaking, printing, painting, and sculpture.

To understand how we have integrated the arts into Coordinated Studies programs, you should turn to the descriptions of our 1971-72 programs, and particularly to "Man and Art," "Space, Time, and Form," "Communication and Intelligence," "Environmental Design," "Contemporary American Minorities," and "The Play's the Thing." To learn about the full extent of artistic activity at Evergreen, even in its first months, you should communicate with students or faculty members in these programs. They can tell you of groups already formed, public events held, and a high level of interest in many artistic pursuits.

Beyond the campus, the Olympia, Tacoma, and Seattle areas offer a wide range of artistic events and of opportunities for participation. Some of these are:

Governor's Festival of the Arts; Community Concerts; Little Theater; Abbey Players; Opera Guild; Ballet Northwest Association; Olympia Fine Arts Guild; Olympia Symphony; State Capitol Museum; various art galleries (all in Olympia).

Seattle and Tacoma offer many performances—plays, operas, concerts of all kinds—and many exhibitions in galleries and museums. Because of a student's unified responsibility to his program or contract, it is possible to include a rich variety of field experience directly in his academic work.

Evergreen has already made significant progress in providing the resources necessary to support collaborative activities in the arts. People are the most important of these resources. Our faculty members drawn from a broad range of artistic fields provide substantial amounts of experience and talent. Of equal importance is their commitment to teaching and learning in an atmosphere of interdisciplinary collaboration. And our first students themselves have contributed to our total resources; many of them have brought impressive skills, talents, and understandings to the campus. In addition, both artists in the surrounding community and visiting artists have added to our ability to foster work in the arts.

At present Evergreen is best equipped for collaborative artistic activity in film, video, and multimedia work. Our present capabilities for computer graphics, for animation, and for the electronic synthesis of music can serve as evidence for our interest in collaboration involving musicians, visual artists, film makers, scientists, mathematicians, computer specialists, and electronic engineers.

With such exceptions, however, the College has currently available only temporary or make-shift spaces for specialized work in the arts—as can be expected on a new and evolving campus. Yet the results of careful planning will be seen as well-designed facilities for work in the arts are constructed in the years immediately ahead.

PUBLIC EVENTS

As it grows in strength and size, Evergreen will provide a good number of films, exhibits, lectures, symposia, concerts, plays and other presentations. Unlike the "artists' series" and visiting lectureships at most colleges, however, the offerings at Evergreen will usually be related to academic programs and other ongoing campus activities. They will grow out of the day-to-day concerns of the students, faculty, and other staff.

Most of these events will be open for the whole campus and the community beyond the campus. Some of them will be generated directly from the work of Coordinated Studies programs or participants in learning contracts. Others will be produced by special-interest groups of students, faculty, other staff, and friends from the surrounding community. Some will be presented by visiting artists and scholars; but whenever possible, visiting performers and lecturers will not appear on campus for the events alone. Instead, their visits will be incorporated into the programs of Coordinated and Contracted Studies or the interests of clubs and other groups. The visitors will be available for discussions, conversations, master classes and specific teamwork. They will provide larger contexts in which the public events themselves can have greater meaning.

Because the academic programs of Evergreen will be more than usually flexible and responsive, we shall often be able to arrange public performances as more than "extracurricular activities," rehearsed for or attended separately from the normal day's work. Instead, we can incorporate them into our programs or even plan new academic programs to produce them. For example, it may soon be possible to offer a Coordinated Studies program aimed at performances of a play and designed for about forty students and two faculty members. The program team would work out assignments as actors, technical staff and production staff. The team would concentrate on studying the play thoroughly; reading other works by the playwright, his predecessors and his contemporaries; studying theatrical techniques; but always sharing in the total project. At the culmination of the program would come the performances of the play on campus and perhaps even "on the road."

Extend this procedure into performances of music and dance, or into shows of visual artworks and mixed-media productions, and you will get some idea of how we intend to connect the study of the arts with the practice of the arts. Think about how other kinds of pro-

grams and contracts and club activities can lead to lecture-demonstrations, documentary films, presentations of slides or video tapes or audio tapes, symposia, or conferences, and you will understand how groups can make their ideas count on the campus and in the larger community.

Already, near the beginning of the first year, Evergreen programs and clubs have prepared some public presentations, have brought in visiting artists and speakers for other presentations, and are hard at work on a number of projects for the near future. Drama, dance, visual arts, film, music, social concerns, scientific concerns, political concerns—all are vitally represented. Even though our facilities, staff, and resources are seriously limited in these early days, the first students, teachers, and other staff members have brought with them two all-important qualities: interest and talent. There is, as the planners of Evergreen had hoped, a spirit of collaboration which rises above the conventional distinctions between the academic and the extracurricular, the students and the faculty or staff members, recreation and learning.

Regarding public events as an important way of connecting interests, we hope not only to provide continuity between study and practice. We also hope to encourage on-campus programs to share their insights and activities, to link concerns of groups at the College with concerns in the surrounding community, and to relate serious thinking to solid enjoyment.

FOREIGN LANGUAGE STUDY

Evergreen recognizes at least three types of needs for training in foreign languages:

1. The student preparing to study or to work abroad will need nearly complete mastery of the spoken and written language of the country he will visit.
2. Some students will need to acquire much skill at reading a foreign language and some conversational skill in order to pursue their chosen patterns of study. They may, for example, wish to read literary works in the original languages or to deal with secondary sources in foreign languages relating to their main interests.
3. Some students who may already have invested substantial effort in the study of a foreign language may wish to keep up or improve their fluency. They may even wish to concentrate their studies upon a foreign language or upon comparative linguistics.

In addition, students may wish to have the experience of thinking through verbal symbols other than those which they have learned simply by having been raised among speakers of English.

There will be no "language requirements" at Evergreen, except as they might arise naturally from one of these needs. For instance, students desiring to participate in a program including study abroad will be required to gain competence in handling the language before they go.

Evergreen plans to satisfy student needs for foreign language training in a number of ways:

We hope to be able to provide *total immersion* programs in a number of languages—either on campus or elsewhere. In these programs, students should hear, speak, and read the foreign language for several months, all the while participating in rigorous problem-oriented seminars, workshops, and autotutorial programs in the foreign language.

We also hope to provide less intensive autotutorial and person-to-person studies in a variety of languages. These might be pursued over a long period of time and recognized by tests administered for credit as part of a learning contract whenever the student is able to demonstrate that he has reached a new level of mastery.

Depending on our resources, we shall be able to provide skill workshops, individual tutoring, and group tutoring in certain languages. If resources and student demand permit, we also hope to conduct regular seminars in foreign languages. For instance, ten students who have already made some progress in Spanish might enroll in a Coordinated Studies program in which their seminar readings and discussions (in philosophy, or ecology, or mathematics, or political science) would be conducted in Spanish. Or a similar group of students might make a contract with a single sponsor to do advanced work in Spanish for several months. In any case, we shall make every effort to enable those who have already acquired some skill in a foreign language to *use* it in the normal pursuit of their studies.

We want foreign language study at Evergreen to include not only the usual European languages but also certain Asian and African languages if staff, facilities, autotutorial resources and interest permit.

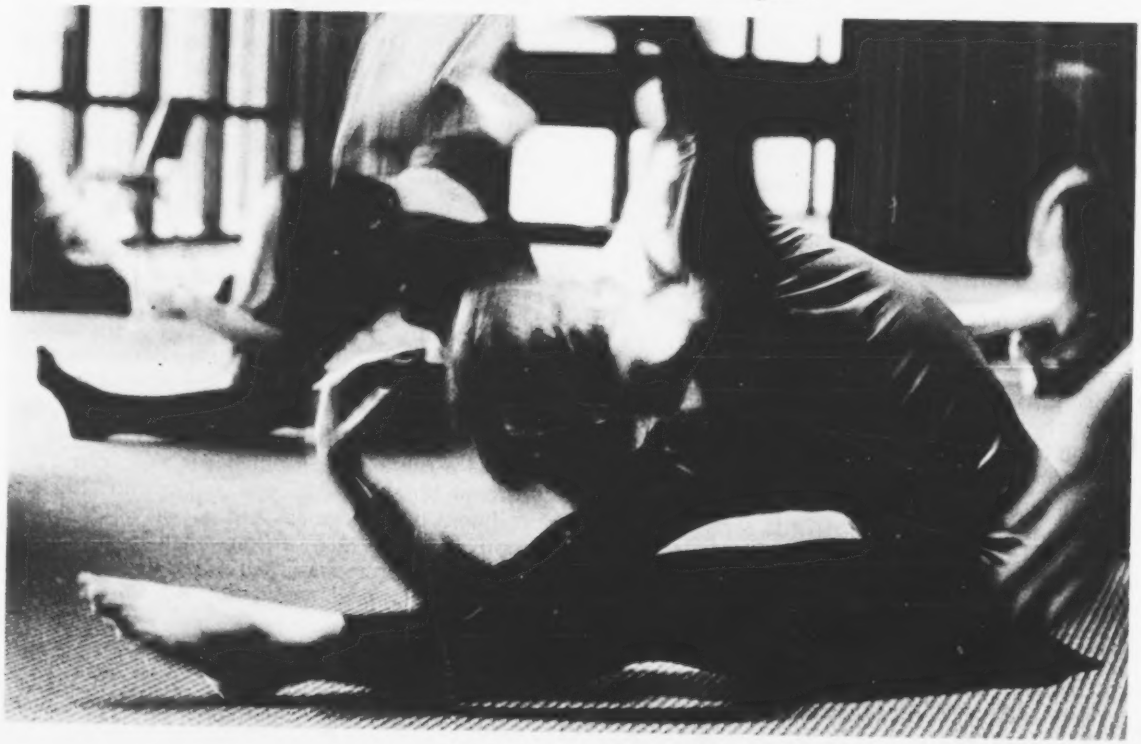
Incoming students, however, should understand that planning for such an extensive program in foreign languages is only in its initial stages. It may be several years before Evergreen can fulfill its objectives by satisfying so broad a range of student needs and desires for foreign languages. If you are considering enrollment at Evergreen and if you have strong motivation toward foreign language study, make your desires known. Such expressions of interest and need will guide our initial planning.

STUDY ABROAD

Evergreen intends to provide opportunities for many students to study foreign areas and cultures at first hand. We shall offer some Coordinated Studies programs which will first immerse the student in the language, history and culture of a foreign land and then enable him to continue his studies in the foreign land itself. We shall provide other opportunities for less formal and perhaps briefer periods of study abroad in conjunction with programs or projects developed at Evergreen. In Contracted Studies, it will be possible for teams of fifteen students and one instructor to work abroad for full credit while still remaining academically related to the Evergreen campus.

When we cannot provide such opportunities directly, we shall help students to enroll in programs operated by other institutions and agencies. Generally, if a student needs foreign study in connection with some project essential to his education, we shall attempt to facilitate this study.

Programs for study abroad, however, require substantial funding; special efforts from faculty members, students, and administrators; and often special scholarship provisions. Incoming students should recognize that until the College has the necessary money and personnel we cannot promise extensive opportunities. Evergreen is, nevertheless, committed to the broadest possible range of programs and contracts dealing with foreign areas and cultures. Student interest and demand will help us achieve this goal.



ACADEMIC STANDING

A student's academic standing will depend upon his success at earning credit for the program or contract in which he is involved. *Normal progress toward graduation* will mean enrolling for and completing Coordinated or Contracted Studies at an average rate of three units of credit per quarter. Those enrolled for fewer units of credit are expected to do what they have signed up to do if they wish to remain in good standing.

When a student enrolls in a Coordinated Studies program spanning several quarters or in a long-term contract for which credit cannot be awarded at the conclusion of each quarter, his seminar leader or sponsor will be responsible for substantiating his progress. An "In Progress" notation on a credit report for him indicates that if he maintains his current pace he will earn the expected credit at the completion of the program or contract. Otherwise, if his progress is unsatisfactory but he still remains in the program or contract, his seminar leader or sponsor will advise him and add qualifying comments on any interim report.

If a student's performance is deficient, he may be asked to reduce his workload, withdraw temporarily, or sever his connection with the College. Normally, such deficiencies will be examined and such recommendations made if a student spends two quarters in an academic program or programs without receiving the appropriate units of credit or demonstrating substantial progress on his work. Then he will be advised by his seminar leader or sponsor and the academic dean assisting his group with respect to how he must improve his performance. If by the end of the third quarter the necessary improvements have not been achieved, the faculty members and dean closest to him will require him to reduce the workload for which he has enrolled or withdraw from the College.

A special case may occur from time to time when a student simply cannot match interests with what Evergreen can offer in teaching, facilities, or other resources. When it becomes apparent during an advising period prior to formal registration for a new quarter that a student cannot continue on a current Coordinated Studies program or contract, find a place in another program, or negotiate a new contract with any faculty or staff sponsor, then he will be advised not to enroll for the new quarter.

Evergreen will do its best to help every one of its students and to insure insofar as it possibly can their successful and rewarding development. But as a College with an explicit educational mission and as a public institution supported by the public's funds, it also has the responsibility for making sure that its services and facilities are put to full and proper use by those best able to benefit from them.

EVALUATION, THE PORTFOLIO

Evaluation

More important than the units of credit recorded and the assurance that you are in good academic standing will be the continuing specific evaluations you receive of your performance. Within a Coordinated Studies program, you will be constantly evaluated by your seminar leader in individual conferences and through comments on the ideas and work you present. You will test your own mastery of self-paced learning units and will be tested by your faculty team for other kinds of skills and knowledge. You will be continually engaged in mutual criticism with the other members of your seminar and of the Coordinated Studies group and perhaps even face the criticism of a larger audience if your work leads to a performance, a publication, or an exhibition. In a group learning contract, you will also face continual evaluation by your teammates. In any contract, your work will be carefully scrutinized by your sponsor and any subcontractors who may be involved, on or off campus. Because you will not be competing for grades or for a favorable spot on a "bell curve," critical evaluations by your teammates and sponsors will be directed toward helping you, not toward standardizing comparisons.

The Portfolio

When you have completed any contract or program for a unit or multiple units of credit, the quality of your performance will be evaluated in documents to be added to your cumulative portfolio. Each unit of credit or block of units will be represented by at least three documents: (1) the Coordinated Studies program description or the contract; (2) an evaluation of your performance by your seminar leader or sponsor (and any subcontractors or off-campus supervisors), especially as it relates to your previous level of experience and capabilities; and (3) a statement by you, commenting on what you feel you have learned and evaluating the guidance and support which you received.

The Office of the Registrar will keep your official portfolio, adding to it the three basic documents for each award of credit. You and your seminar leader or sponsor will maintain your own larger "traveling portfolio." In addition to the basic documents it will include samples of your work—written, photographed, drawn, or taped. When the time arrives for you to leave Evergreen, you will have the opportunity to include selected examples of your work directly in the official portfolio as part of a microfilmed permanent record. Your traveling portfolio will go along with you from sponsor to sponsor, from program to program, always growing in size and in specific detail. It will give you and your prospective sponsors and seminar leaders an ever clearer comprehension of where you have been, where you are, and the direction in which you should be moving. Thus, in lieu of departmental majors or required tracks, it will make possible a continuity of planning for you and your advisors. If your interests make it advisable for you to transfer to another institution, the portfolio will indicate what your Evergreen credit means. Otherwise, as you graduate, your official Evergreen portfolio will become the full dossier of your undergraduate career and will represent to employers or to professional schools the quality and extent of your work.

CAREER PLANNING

Evergreen provides many opportunities for you to prepare for your career after graduation. Basic Coordinated Studies programs proceed by the sharing of many viewpoints, many kinds of experiences, and a responsibility for learning how special vocations bear upon central problems. Advanced Coordinated Studies programs and group contracts focus strongly on special problems involving special fields. Indeed, it is possible for a group of students interested in a certain vocation to work with a sponsor on a contract specifically directed toward that vocation. Individual contracts enable students first to sample various kinds of specialized work on or off campus and then to engage in extensive periods of on-the-job learning. Thus you can shape your sequence of academic programs toward your chosen career.

We do not have departments labeled by traditional subject-headings at Evergreen, nor do we have "majors," as abstract and predetermined collections of required courses for reaching conventional goals. But we do offer the specialized facilities and resourceful people who can help you to penetrate quite far into various academic disciplines and into pre-professional training. The options for field work, internships, and other kinds of experience off campus will allow you to try out your interests in highly practical ways.

When you consider the possibilities for full-time absorption in specialized work, you will see that Evergreen can give you unusually strong support as you plan your career and wish to move toward it. And you will move toward it not along a rigidly defined track, but by a route which you and your sponsors and seminar leaders gradually map out, as your needs, inclinations, and abilities become clearer.

In the Evergreen Bulletin for 1971-72, we suggested several illustrative programs of study to suggest how a small number of fictitious students might put together Coordinated and Contracted Studies during their careers at the College and where these experiences might lead them. Until we have some flesh-and-blood alumni to talk about, these fictitious friends will have to do. Several of them have altered their future lives a bit since last year, but they can still indicate the sorts of four-year and two-year schedules which you and your sponsors and seminar leaders might well work out.

(Four years)

Arthur Black (generally interested in public affairs, law, management)

First Year: Coordinated Studies, "Causality, Freedom and Chance."

Second Year: Contracts in political science, philosophy, journalism; one quarter Coordinated Studies in American Culture.

Third year: Advanced Coordinated Studies in political systems; internship in a law firm.

Fourth year: Contract for two quarters of internship in a state governmental agency; then helps to organize and lead a one-quarter group Contracted Study in Washington State Government.

• • • takes up a position in a governmental agency; marries Barbara Brown.

Alice Blau (interested in literature, music, perhaps teaching)

First year: Coordinated Studies, "Human Development."

Second year: Continues "Human Development" and internship as a teacher's aide in a primary school, helping with reading and music.

Third year: One quarter Coordinated Studies, examining the similar and different roles of men and women in the arts; one quarter contract on problems of higher education; one quarter group contract on educational administration.

Fourth year: Two quarter Coordinated Study in advanced educational psychology; one quarter internship in academic deans' office.

• • • goes on to grduate program in higher education; becomes an academic administrator.

Roger Redmond (interested in business management and finance)

First year: Coordinated Studies: "Individual, Citizen, and State."

Second year: Coordinated Study in American and comparative governmental systems.

Third year: Group contract in advanced mathematics and computer programming; individual contract in economic theory; Cooperative Education internship contract in banking (in a local bank).

Fourth year: One quarter internship in a state regulatory agency; one quarter advanced Coordinated Study in fiscal policy; one quarter individual contract in business law.

• • • accepts a position in a bank.

Barbara Brown (interested in graphic art and drama)

First year: Coordinated Studies, "Space, Time, and Form."

Second year: Group contract in drawing, painting, mixed media work. One quarter Coordinated Studies in modern drama,

leading to the production of a play (for which she designs sets). Three months internship with Seattle Opera design and production staffs.

Third year: Advanced Coordinated Studies in photography, television, and film.

Fourth year: Group contract on business management of artistic enterprises; internship contract with Thurston Regional Arts Council.

• • • takes up employment as graphics specialist in Seattle public-relations agency; marries Arthur Black; opens own agency in Olympia to produce media presentations for public and private enterprises.

Joe Green (interested in natural science, business management)

First year: Coordinated Studies, "Political Ecology".

Second year: Contracts in biology, computer science, American historical attitudes toward nature, field expeditions with sponsor to redwood forests.

Third year: Coordinated Studies in natural conservation: historical attitudes and present problems.

Fourth year: Contracts on and off campus in chemistry, forestry, wood-products industry.

• • • goes to graduate school of forestry, leading to a position with a wood-products industry.

Paul White (undecided, but concerned about social cooperation and international understanding)

First year: Coordinated Studies, "Individual in America."

Second year: Coordinated Studies, "Japan," with total immersion quarter in Japanese.

Third year: Continues study in Japan, with internship in the public relations office of a Japanese industry.

Fourth year: Group contracts in Oriental studies, economics; individual self-paced learning contract in accounting and cost-analysis procedures. Contract for internship with a Northwest business firm dealing with Japan.

• • • goes to graduate study in business administration, leading to an industrial position involving Japanese-American trade relations.

(Two years)

Jim Nord (interested in social and political issues, electronics)

Third year: Coordinated Studies, "Com-

munications and Intelligence."

Fourth year: Continues "Communications and Intelligence;" contracts for internship in television studio, journalism, development of media at Evergreen; group contract in sociological techniques.

• • • takes up a position with a television station, planning to continue work in broadcast journalism.

Cynthia West (has had secretarial training but is widely interested in cultural achievements of minority groups):

Third year: Coordinated Studies, "Contemporary American Minorities," with emphasis on black culture.

Fourth year: One quarter advanced Coordinated Studies on social change in the inner city; one quarter internship contract in Tacoma community organization; helps to organize and lead one quarter group contract on black artistic and social contributions to American society.

• • • goes to work for an inner-city community organization prior to graduate study in ethnology.

Whatever pattern you will devise within the resources which Evergreen can make available to you, the result will be a sequence of intensive programs and projects tailored by you and your advisors to fit your needs, career plans, and complementary interests as closely as possible.

Evergreen Credentials

Because of differences in educational thinking and in systems of registration and reporting, the necessity may arise for translating the Evergreen credit you have earned into other frames of reference. Should you apply to a professional school or seek certain specialized work at another college, your seminar leaders, sponsors, and other Evergreen staff members will help you make these translations. The work you have done in Coordinated Studies programs and in learning contracts can, if necessary, be described in portfolio documents as equivalent to a certain amount of course work in a certain range of subject-materials, according to more traditional systems. The credit you earn at Evergreen will be acceptable elsewhere, allowing for the various requirements and policies of various institutions (see "Accreditation").

You will find many comments on evaluation and career preparation throughout the preceding essays. As you prepare to leave Evergreen, you should find the portfolio to be most helpful as a way of describing to future employers or to other academic institutions the

preparation for a career which you have made at Evergreen. Throughout the academic programs and through other College services, you will be advised carefully, assisted strongly, and evaluated closely by people who know you well.

In Summary

As the resources and relationships of Evergreen grow so will the opportunities for education toward specific careers become clearer and more numerous. Some students will prepare directly for their first jobs, some for graduate study, some for advanced professional training. But the College has a commitment to look further ahead as well. Evergreen will concentrate upon the basic strategies which will enable its graduates to perform vigorously and productively throughout their entire careers.

The imperative need is for men and women who are resourceful at problem solving, able to accept the challenge of relating specialized knowledge and techniques to general issues, and alert to the opportunities awaiting those capable of making individual contributions, under realistic circumstances, as members of teams.

V. Supporting Services

THE LIBRARY AT EVERGREEN

If there is anything archaic about the library at Evergreen, it probably is the term "library." Webster defines a library as "a room or building where a collection of books, etc., is kept for reading or reference." Evergreen certainly has "a collection of books," but it is the "etc." that makes our library distinctive.

That distinctiveness consists both in what is collected at Evergreen and in the people concerned with the collections. What we collect is information, including ideas. Information and ideas certainly come in books, but they appear and are preserved in other forms, too. So the people in our Library have put at your disposal not only over 80,000 books, 2,000 periodicals, and several hundred printed reference sources; they have also collected for you about 7,500 audio recordings, 5,000 slides, models, art prints, maps, and other realia, and a number of films and video tapes. And these items are not, of course, merely "collected"; they are catalogued and stored in such a way that they are most accessible to you.

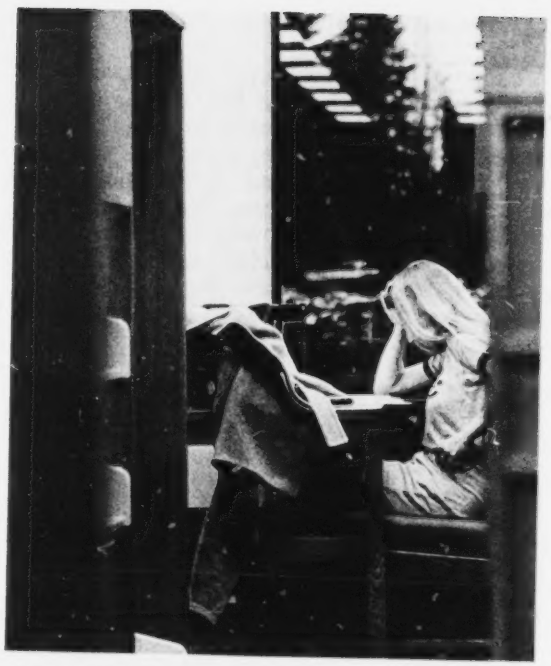
"Access" is a key word. If the information and ideas in the collection are to be most useful to you, they must be readily available. Availability comes through two routes—systems of storage and retrieval, and people. We have tried to make our systems both comprehensive and simple—easy for you to work. But no system can do what people can do. They can listen to you, help you to redefine your

problems in ways that let you solve them more productively, and aid you in making the Library's systems function in a fashion that is personally relevant for you.

And that personalized form of relevant access to information and ideas is not limited to finding useful materials. It extends to your actually generating the kinds of information that you need. Evergreen's staff specialists in photography, graphics, television, and audio recording have a primary responsibility to make their abilities, together with some of the most modern and effective production equipment, available to you so that, when you need to, you can develop your own "software" for your programs of study or in conjunction with your personal explorations of the world. Because we are a bit undermanned and constrained in our resources, we may not be able to help you do everything that you want to do or to help you precisely when you want help. We need some patience and some cooperation, too; but as a new library in a new institution, we are constantly gearing ourselves to offer the kinds of service that we have tried to describe here in order to make your access to information and ideas easy and effective, and to make it both enjoyable and educative.

In addition to a collection and a set of helpful people, the Library at Evergreen is also a place and a climate. Our intent is to make the place a comfortable one that everyone can use productively in his own appropriate ways. We hope that the climate will encourage conversation and discussion, serious and determined study, both verbal and graphic expression, college-wide communication, and private relaxation.

But these generalizations require some concreteness to be meaningful. Item: The entire non-print visual collection is on color microfilm, so you can preview in seconds a whole set of slides, art prints, maps, etc. Item: All of our audio recordings are on cassette and in specially designed containers on our shelves, so you can enjoy the easiest and most efficient



access to them. Item: The "Thing Wall" is for you to decorate—with etchings or watercolors, poems or witticisms, complaints or expressions of pleasure. Item: Our facilities and equipment are such that, if you want to, you can learn to record an a capella choir quadraphonically or to produce your own television show—if you give us due time and notice to provide the help you want.

In short, the Library at Evergreen works with ideas and information, yours as well as those that it stores and makes accessible. It focuses on ideas and information in books, but also in a wide range of other formats; and in its effort to devise systems to increase the availability of ideas and information, it has not forgotten the unqiue ways in which people can best serve the informational needs of other people. It is this last feature, the emphasis on people, that we prize most in our library as a place and as a climate.

COMPUTER SERVICES

Computer Services supports a variety of learning experiences. We feel it is important for every educated individual in today's world to know something about computers and the way computers process information and achieve results. Computers directly influence our lives, subtly or obviously, in an increasing variety of ways. The crucial issues involved in society's use of computers are at a level of importance too high to be left in the hands of the "experts."

Large numbers of Evergreen students are gaining the ability to use a computer as an aid in their studies, to make calculations, or just for recreation. They work with one of the several typewriter terminals or scope displays available on campus. Through the use of Dartmouth BASIC, a deliberately simplified computer language, most students find that they have ready access to this new technology after only a few hours of study.

Conversational computers, which "talk with" or react to their operators, immediately detect many errors and reinforce correct computer syntax, thereby encouraging rapid learning of the computer language. This interactive mode of operation typically keeps interest high even among students who would not otherwise persevere through the tedium of most data processing. Immediate response with a solution to some specific problem encourages more thorough and meaningful exploration of the various facets of the larger problem. For many social science simultations, economics games, and other applications that benefit from man-machine interaction, interactive computing provides a satisfying and often exciting medium for learning and for solving problems.

In addition, for those with requirements too

large or specialized for BASIC, Evergreen has arranged access to computers off campus. Because a large campus computer tends to limit the options of those with a genuine need for extensive computations, we do not plan to acquire such a machine at the College. We have recently purchased, however, a minicomputer system, the Hewlett-Packard 2000C, that supports interactive BASIC.

Computer Services staff members help students, faculty, and administrators make effective use of computer technology. This aid

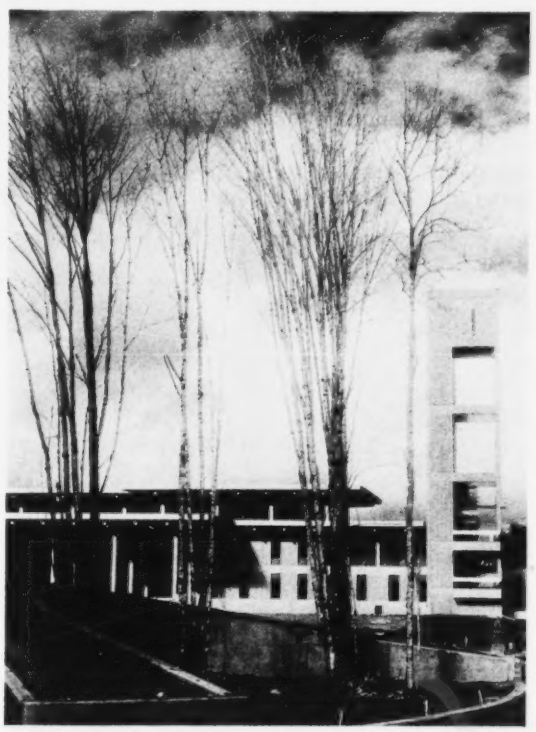
ranges from trouble shooting with a student having programming problems to helping to define a task for computer solution. Frequently, the scope of a study project can be expanded greatly when one considers the full potential of computer processing as compared with a manual analysis of the relevant data or information.

Students and faculty have two main modes for using the interactive computer. In one mode, they learn the BASIC language and create their own programs, simulation games, calculations, and so forth. In the second mode, they can use a program developed by someone else to solve a specially defined problem. Several computer-aided instructional packages have been developed by faculty members to help illuminate units in one of the Coordinated Studis programs; other computer-based units are available for students with special interests in other Coordinated Studies groups. For recreational purposes, students frequently gather around a terminal to play a simulated game of football, blackjack, or golf.

An analog/digital hybrid computer system supports computer graphics, and can be used to solve a wide variety of differential equations typical of quantum mechanics, fluid flow, and other physical and electro-magnetic wave equations. Plans are to have this hybrid system programmed soon for computer music.

DEVELOPMENTAL SERVICES

The Division of Developmental Services has as its central purpose the encouragement and facilitation of student development: Its aim is to help you grow intellectually, personally, and socially. In so doing, those of us charged with this responsibility, hopefully, will also grow as we relate to you and some of your hopes, dreams and aspirations.



Evergreen stresses cooperation and interchange among a community of learners who, rather than competing with each other, are committed to helping each other. Developmental Services plays a key role in helping you, faculty and staff work through some of the problems and promises inherent in a *bona fide* community.

We—meaning you, faculty and staff—must work together; we must continue to make opportunities available for play and simple relaxation; we must provide assistance to those within our midst who are moving through times of financial hardship; we must have necessary personal services available in areas such as health and counseling; we must continue to broaden the opportunities for participation in college life so that new friends can be found and interests expanded, if desired; we must also continue to assure the order and security required for intellectual exploration and the widening of our self-knowledge without fear of intimidation. In other words, we must constantly be concerned about each other.

That concern, however, encompasses more than just the Evergreen community, as numbers of students, faculty, and staff become involved in the larger social communities beyond the campus through activities that show productive concern for our fellow human beings. Through our volunteer office, you will be able to participate in a variety of activities, if you wish, ranging from work in a day care center to being a reader for a blind person to simply being company for elderly persons in nearby retirement complexes.

We are here to help you in your development and through that helping, maybe we will all be a little more human and humane.

Counseling Services

Evergreen provides a variety of counseling services to all enrolled students and employees. Their use is entirely voluntary and without cost. The primary aim is to furnish a helping-working relationship that will assist the individual to ecome a more constructive, poblem-solving, self-directive person. The level of our ability to help is largely dependent on recognition by the individual that he sincerely wants help in coping with a problem. Counseling frequently is useful in relation to a

variety of educational, or marital concerns. In some situations, a referral to a more appropriate source of aid may be called for. In such special fields as draft and drug counseling, family planning, and psychiatric care, the College enlarges its own capabilities by contracting for professional service as needed.

Counseling relationships are strictly confidential. No information will be released without written request from the counselee.

A number of students have found our career-planning resources useful in identifying their initial vocational goals. With a bit of help through counseling, they can then fruitfully apply these objectives to planning their programs of work and study. A collection of printed, taped, and filmed occupational information, identifying professional areas, job descriptions, and work qualification, is available in the Counseling Service. To complement these services, assistance in securing on and off-campus employment and interviews with prospective employees is provided by the Office of Financial Aid and Placement.

Workshops, developmental seminars, and other forms of group activity and counseling can be generated as student interests develop. Group counseling provides an opportunity for people to share their ideas and feelings with individuals who have similar concerns, and for them to work together toward a better understanding of themselves and others.

Because nearly all faculty and staff carry responsibilities for some type of counseling and advisement, the Counseling Service tries to supplement these activities, to offer special kinds of help, and to respond as best it can to any unmet human needs. The Counseling Service will be open weekdays and occasionally in the evenings and on weekends. Students, faculty, and staff are welcome.

Financial Aid and Placement

General Information—(Loans, Grants, Student Employment)

Students who expect difficulty in meeting the costs of college should apply for help through the Office of Financial Aid and Placement. Evergreen's goal is to provide every needful student with sufficient financial assistance to make his attendance possible. Awards from the College's aid programs rest strictly on personal need, however, and can only supplement the contribution of the student and his family. Assistance may take the form of employment, grants, loans, scholarships, or a combination of these possibilities.

The College expects the student's family to contribute as much as possible toward the cost of his education, and the recipients of financial aid are expected to adhere to a modest budget. The partnership into which the College enters in providing financial aid to the student is one involving a commitment on the student's part to provide a substantial contribution toward his college costs from such sources as summer savings.

Students who have chosen not to accept available family aid, and students whose par-

ents have chosen not to contribute to the costs of college, are eligible to apply for other forms of assistance. A number of on-campus jobs do not require the applicant to demonstrate significant need, nor is stringent need-analysis a criterion for the Federally Insured Loan Program or for off-campus placement.

Students who have completed at least one quarter at The Evergreen State College may apply for emergency loan assistance. Any student may inquire about scholarships awarded by off-campus agencies, many of which do not

consider need as a major criterion of award. All students are encouraged to seek general financial counseling and help in the personal management of money at the Office of Financial Aid and Placement. Information on financial aid at other colleges is readily available, as is information on summer and career placement.

See "Student Accounts/Fees and Charges" in this bulletin for estimates of annual costs for students attending Evergreen.

Application Procedures

Students who wish to be considered for aid should complete The Evergreen State College Financial Aid Application and return it to the College. The application form may be obtained from Evergreen's Office of Financial Aid and Placement.

The appropriate College Scholarship Service Confidential Statement—either PCS or SFS—must be submitted to the College Scholarship Service in Berkeley, California, before the application can be considered. Confidential statement forms are available from high school counselors or from the Office of Financial Aid and Placement.

The Parents' Confidential Statement (PCS) must be completed by the parents of the following applicants:

1. Unmarried students who will be under 23 years of age October 1, 1972.
2. Married students who will be under 21 years of age on October 1, 1972.

The Student Financial Statement (SFS) must be completed by these applicants:

1. Unmarried students who will be 23 years of age or older on October 1, 1972 and,
2. Married students who will be 21 years of age or older on October 1, 1972.

Parents of Educational Opportunity Grant applicants must complete the parents' income section of the SFS form.

Applications for aid during the 1972-73 academic year must be received by July 1. Applications from students applying for summer College Work-Study employment must be received in the Office of Financial Aid and Placement by April 15. The appropriate confidential statement must be mailed to the College Scholarship Service at least two weeks prior to the above deadlines.

Programs

A brief description of the requirements and regulations attached for each financial assistance program follows. Further details on any program are available from the Office of Financial Aid and Placement. These programs are designed to be awarded individually or in combination depending on the needs of each

student. Procedures for financial aid disbursement are spelled out in the section of this bulletin entitled "Student Accounts / Policies and Procedures."

Loans

National Defense Student Loan Program. This program provides long-term, low-interest loans for students in almost any area of study. Terms and conditions include these stipulations: (1) Students may borrow up to $1,000 per academic year, and no more than $5,000 during their undergraduate years; (2) borrowers must be citizens or permanent residents of the United States; (3) each borrower must sign a promissory note payable to The Evergreen State College (married students are also required to sign a marital community responsibility statement); (4) loans are disbursed to borrowers in quarterly installments during the first week of each quarter; and (5) quarterly repayments on the loan begin one year after the borrower leaves school, and the interest begins to accrue nine months after the borrower leaves school at three per cent simple annual interest; no interest on the loan accrues prior to the beginning of repayment; payments are at a minimum of $15 per month and the loan must be repaid within 10 years.

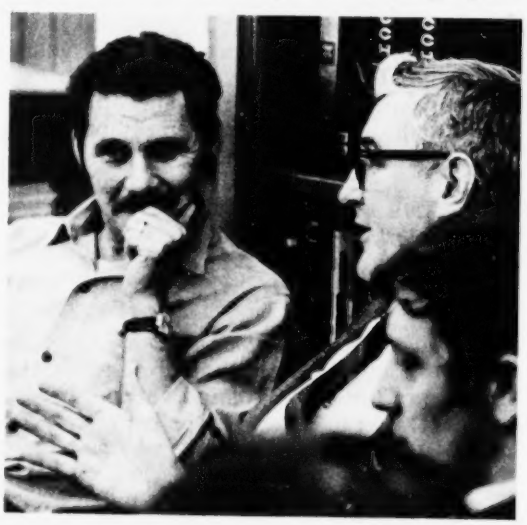
Federally Insured Loan Program. This program provides loans to students of up to $1,500 a year through participating banks, credit unions, and savings-and-loan associations. It was designed to aid students from middle-income families who may not ordinarily qualify for college-based aid. The loan is guaranteed by the federal government and the annual interest rate is set at seven per cent. If the student's adjusted family income is below $15,000 a year, the federal government will pay all interest charges until 10 months after he leaves college. If family income is above $15,000, then the student must pay all interest charges.

Emergency Loan Program. Funds for this program are donated by businesses, service and professional organizations, and individuals in the community. The program is designed to aid students who face temporary need by providing loans of up to $100 for no more than 90 days. Borrowers may apply by means of a personal interview in the Financial Aid Office. A borrower must be enrolled for at least two units, and must have completed at least one quarter at The Evergreen State College. Simple annual interest is set at six per cent.

College Long-Term Loan Program. Sources of this program include community donors and activity fees. It provides loans of up to $300 for periods of up to 12 months. Eligibility requirements and application procedures are the same as for the Emergency Loan Program.

Employment

College Work-Study Program. Each year the federal government awards The Evergreen State College money to create a wide variety of summer and school-year jobs, both on campus and in the community. The pay range is from $1.60 to $2.60 per hour; the program



is open to students whose financial aid is significant. Students may not average more than 15 hours per week of work during the periods for which classes are in session and they may work not more than 40 hours per week in all other periods. Every student in this program must be an American citizen or in the United States on a permanent visa. He must be enrolled for at least two units during each quarter in which he works. Those who work full time during the summer are expected to save a substantial proportion of their summer earnings to be applied to meet school-year costs.

Part-Time Employment. The Office of Financial Aid and Placement maintains a listing, screening, and referral service for part-time positions with employers on campus and in the community. Students interested in part-time employment should apply at the Office of Financial Aid and Placement.

Placement

The Office of Financial Aid and Placement, in coordination with the Counseling Office, offers a number of services to aid the student in the exploration of career choices and in selecting and realizing occupational goals. Among these are summer and career job listings, screening, and referral. The office also operates an occupational resources library, an out-of-area placement service, on-campus employer interviews, and a credential file service. Students are encouraged to discuss their career concerns with the staff of the Placement Office.

Grants

Educational Opportunity Grant Program. This program provides grants to full-time students from low-income families whose need is acute. The grants may range between $200 and $1,000 but may not exceed one-half of the student's need during the academic year. The remaining half must be met by an award made by the College, such as the National Defense Student Loan or earnings under the College Work-Study Program. When a loan and a grant are offered, the loan must be accepted in order for a student to receive the grant. If the student wishes at any time during the year to reduce his loan, he must accept a corresponding reduction in his grant.

Washington State Tuition Waiver Program. By authority of an act passed by the 1971 State Legislature, a limited number of tuition and fee waivers will be granted to needy students under the same general criteria as those of the Educational Opportunity Grant Program.

Law Enforcement Education Program. The

Department of Justice offers a financial aid program to students whose major areas of study are in the fields of administration of justice, law enforcement, or corrections, or who are employed in these fields. Any student currently employed in these fields (in-service) may apply for a tuition grant. In-service or pre-service students may apply for tuition loans if they are enrolled for two units or more. If need exists, they may apply for loans in excess of tuition. Pre-service loan recipients must pledge the completion of the equivalent of 22 quarter-hours (five Evergreen units) during their collegiate careers in work related to law enforcement. Grant recipients must agree to continue employment in their current law enforcement agency for two years after graduation. Should they fail to do so, the grant becomes a loan repayable at seven per cent per year. Loan recipients begin repayment six months after leaving school. Loan recipients who, after leaving school, are employed in a public law enforcement, correctional, or court agency enjoy a 25 per cent forgiveness of the loan for each year of employment up to four years.

Health Services

The Evergreen State College's health program is not, because of insufficient funds, the comprehensive one desired. It will, however, meet basic student needs during the 1972-73 school year. The health facility will operate in the Daniel J. Evans Library on an eight-hour, five-day-per-week schedule, with the possibility of expansion through the use of volunteer personnel. The physicians at St. Peter Hospital will serve as back-up for on-campus health personnel and will see students who are experiencing difficulties that cannot be adequately treated on campus. During those periods when there is no coverage on campus, the staff of the Emergency Room at St. Peter will serve Evergreen students who need immediate attention.

Public and private deliverers of health services in the community will be involved with students, faculty, and staff in a variety of activities, including family planning clinics, drug abuse workshops, first aid training sessions, some psychiatric assistance, and much additional work in the wide fields of preventive medicine, health education, and other health-related concerns.

Evergreen's insurance policy is optional, but it provides necessary additional support to students. Because our health program is a minimal one, students are strongly urged either to take Evergreen's policy or to be certain they are covered elsewhere—for example, through the insurance of their parents.

Recreation

Mountain climbing, bridge, karate, frisbee, scuba diving, flute playing, road running, organic gardening, soccer, macrame, kayaking, singing, horseback riding, carpentry, ballet, poetry reading, flag or touch football, yoga, bicycle touring, cooking, and/or fencing, to name a few, take some form at Evergreen. The shape of that form greatly depends on the efforts and interests of the members of the Evergreen community. A judo club, an ethnic dance team, or chess clique, or flying lesson, it evolves from student, faculty, staff, or community interest. Initially, with college support somewhat limited, innovation is critically important. The whole idea is to develop recreational skills on which individuals can build life-long patterns of physical activity.

Campus facilities provide excellent outlets for practically all recreational pursuits, including a wide variety of indoor and outdoor facilities for pursuit of activities involving the arts as well as sports and games.

It might be possible, under appropriate conditions (see "Contracted Study") to undertake academic work leading from initially "recreational" pursuits.

Volunteer Services

While you are at Evergreen, you may want to be involved in service to others. This is important for two reasons: first, service provides you an opportunity to contribute to the well-being of others; and, second, your development as an individual will be enhanced.

The Volunteer Services program has been organized to assist you in locating and arranging non-credit, service-oriented activities with Community Action and poverty agencies, social service agencies, churches, even the College itself. Participation in these activities should make a significant contribution to your personal growth, but your major concern will more likely be the growth of others. You will be committing your time, your abilities, and your energies to serving those in need.

Volunteer activity will not generate academic credit, nor is it job-oriented. Volunteer activities may involve personal relationships such as working with retarded children; or they may be less involved—stuffing envelopes for a UGN drive, for example. Whatever activity you choose should be meaningful to both you and to those you serve.

In addition to placing Evergreen students both on and off campus, the program will assist volunteers from the community in identifying meaningful ways to serve the College. Community involvement at the College will strengthen ties between the College and its neighbors and will help each to gain a deeper understanding of the other.

If you want to become involved in non-credit, service-oriented activities, on or off campus, contact the Volunteer Program Coordinator. He will help you locate or organize the right service activity to fit your needs and the needs of others.

HOUSING

A wide range of housing accommodations is available on campus and in the Olympia area. The College imposes no housing requirements, but will assist in locating accommodations best suited to the student's needs.

On-Campus Housing

On-campus housing includes apartment-type space for 602 students, from single studio rooms to five-person suites. All units are designed to provide living conditions similar to those available in the best of private off-campus facilities, and are regulated according to the same principles that apply to off-campus apartment houses.

A limited number of on-campus housing accommodations is made available to married students, but only when both persons are full-time Evergreen students.

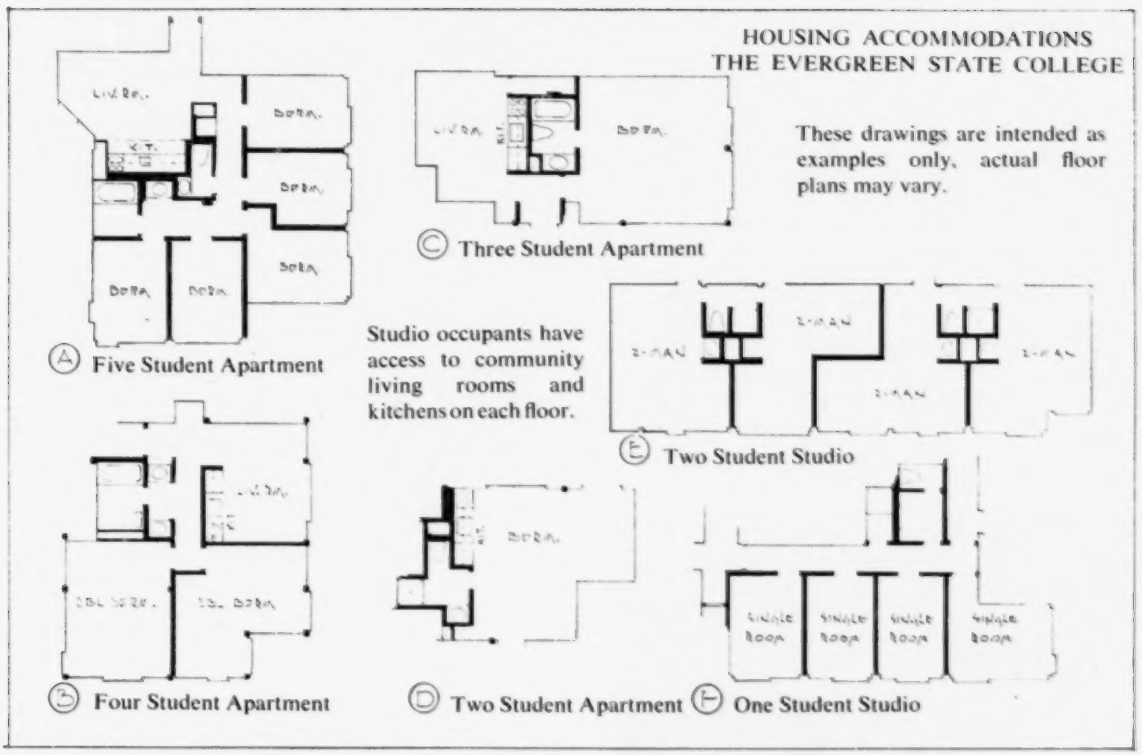
Responsibility for determination of policies, procedures, contract terms, conditions, and rate schedules rests with the Board of Trustees, which may make modification at its discretion without notice. However, rental rates are not changed during the term of any contract. Assignments to college housing are made without regard to race, color, creed, or ethnic background. Final responsibility for on-campus room assignments rests with the College, but, to the extent possible, student preferences will be honored.

Pets may not be kept in campus housing because of factors of cost and sanitation. This policy reflects a vote of student residents during the autumn quarter of 1971.

On-Campus Facilities

Campus living accommodations include a high density group with three five-story and one ten-story buildings, and a low density group comprised of 19 apartment duplexes (38 apartments). Seven basic types of residence hall accommodations are available, as indicated in the adjoining diagrams:

1. Five-student apartment. These units are designed to give each occupant his own bedroom/study room. Roommates share bath and kitchen facilities. Each unit has a comfortable living room. Both the five-story and ten-story buildings include five student apartments. Number of units available: 30 (accommodating 150 students).
2. Four-student apartment, kitchen-dinette. Two students share each bedroom/study room in this two-bedroom unit, which has a separate bathroom, kitchen-dinette and living room. All apartments in the low density group (duplexes) are of this type. Number of units available: 38 (accommodating 152 students).
3. Four-student apartment, efficiency kitchen. Two students share each bedroom/study room in this two-bedroom apartment, which has a separate bathroom and efficiency kitchen connected with the living room. These units are found only in the five-story residence halls. Number of units available: 20 (accommodating 80 students).
4. Three-student apartment. Three of these units, each with an over-sized single bedroom/study room, bathroom, and


HOUSING ACCOMMODATIONS
THE EVERGREEN STATE COLLEGE
These drawings are intended as examples only, actual floor plans may vary.
Studio occupants have access to community living rooms and kitchens on each floor.
Five Student Apartment
Three Student Apartment
Two Student Studio
Four Student Apartment
Two Student Apartment
One Student Studio

convenient living room-kitchen combination, are located on the top floors of the five-story buildings. In addition, a faculty apartment on the first floor of each of the same buildings has been converted to a three-student apartment, with bedroom, living room, bathroom and kitchen-dining alcove. Total number of units available: 6 (accommodating 18 students).

5. Two-student apartment. Design of these units varies widely. Some have separate bedroom/studies; all have kitchen facilities and bathrooms. Two-student apartments are located in the five-story residence halls. Number of units available: 23 (accommodating 46 students).
6. Two-student studio. Two students share a combination bedroom/study/living room. All have complete bathroom facilities, and access to a community kitchen-lounge. The studios are located in the ten-story structure. Number of units available: 64 (accommodating 128 students).
7. One-student studio. This is the most private unit, with access to bathroom facilities shared with three other one-student studios and to a community kitchen-lounge. The one-student studios are all located in the ten-story building. Number of units available: 28 (accommodating 28 students).

Each living unit on campus is equipped with all items normally found in a furnished apartment: bed frame and mattress, desk and

chair, wardrobe, dresser, supplementary furniture where needed, and all necessary appliances. Individual study lamps are not furnished, nor are personal items such as bath mats, bed linens, blankets, pillows, towels, pots and pans, plates, cups, and eating utensils.

Full laundry facilities are available to all occupants. In the high density group, laundry facilities are available on the ground floor of the 10-story building; in the duplex group, a separate laundry building is provided. Mail services are provided in the same location as laundry facilities. A telephone is located in each apartment, and local service is provided by the College without charge. The student must, however, accept financial responsibility for all toll calls. Although adequate storage space is available within each apartment, additional rental storage facilities are available within each living group.

Students have full responsibility for maintaining the appearance and cleanliness of their apartments. Lounges, lobbies, and other common areas are maintained and cleaned by student employees and/or professional custodial personnel.

Students wishing to do their own cooking will find a representative selection of packaged meats, assorted dairy products, condiments, fruits, vegetables, soups, and bakery products on sale in the College Activities Building.

Rental Rates and Deposit for On-Campus Housing

Rental rates are indicated in the Student Accounts section of the catalog. A $50 deposit is required to reserve residence hall space. The deposit is maintained by the Controller during a student's occupancy of his apartment.

Off-Campus Housing

Acting as a referral agency, Evergreen's Housing Office maintains a list of privately-owned housing accommodations in and around the Olympia area. Normally, the College does not participate in the negotiation of lease or rental agreements, since these arrangements are considered direct contracts between the student and the landlord. However, to assist those students who wish to live off campus and are unable to locate suitable accommodations, the Director of Housing may, if demand is sufficiently great, directly lease a limited number of apartments off campus for sub-lease to students. The sub-lease apartments will be comparable to those on campus in both type and rental rate; the principal difference is that students who sub-lease off-campus housing from the College must sign a lease for a minimum of four months, contrasted to a 30-day rental agreement for on-campus apartments.

Renter's Rights

To inform students of their rights and obligations as renters, the Director of Housing has prepared a "Renter's Rights Pamphlet," available without charge. The information in the pamphlet applies to students living on campus as well as those living off campus, although it has proven to be of special value to students off campus.

FOOD SERVICE

Evergreen food services are comprised of (1) the major cafeteria in the College Activities Building, (2) the snack bar and grill in the penthouse of the Library Building, (3) the retail store (delicatessen) in the Activies Building, and (4) a full line of vending machine services throughout the campus. These fixed locations are supplemented by the offering of catering and banquet services to members of the Evergreen community and others in other on-campus locations when appropriate.

The College contracts with a professional food service manager provided by ARA Services to operate all food service facilities. The manager is charged not only with the vital details of food and finance, but also with the intangibles of student satisfaction and student enrichment.

The food service operations represent a major source of student employment opportunities; over half of the scheduled working hours for food services are filled by student employees. Students interested in working in food service operations should contact the College Director of Financial Aid.

In addition to satisfying routine requirements for dining, the food services manager considers important the breaking of monotony (at least 18 times each year he will prepare festive meals, and at least once each week the entree will be steak or similar special entrees). He will also prepare box lunches for outings, and special diets when medically required. The manager early in the academic year will conduct a food preference service survey to provide him information regarding menu choices.

Food service is available in the cafeteria on either a contract or a cash purchase basis. Neither is required of any student regardless of his place of residence.

Normal cafeteria operating hours are:

Monday — Friday

Breakfast	7:30 a.m. - 9:00 a.m.
Lunch	11:30 a.m. - 1:30 p.m.
Dinner	5:00 p.m. - 6:30 p.m.

Saturday and Sunday

Brunch	9:30 a.m. - 11:00 a.m.
Dinner	4:00 p.m. - 5:00 p.m.

The contract plan is considerably cheaper than direct purchase. Costs of both cash and contract service are set out in the Student Accounts Section of this bulletin.

All aspects of food service operation are subject to constant input, criticism, and modification through a food committee, which includes a majority of student members.

INFORMATION CENTER

Coordinated by the Office of College Relations, Evergreen's Information Center is designed to serve communications needs of the entire academic community as well as visitors to campus. The Center is located in the second-floor Reference Section of the College Library and is operated by a full-time staff member and several part-time student assistants. The Information Center publishes the College Calendar of Events; maintains a large master calendar on which additions to or changes in schedules may be made; compiles a daily College Journal which includes up-to-date items of interest; maintains a number of special announcement bulletin boards (campus and community events, study activities, transportation information, etc.); distributes a variety of College publications and documents; provides access to the College computer system through a special terminal; and operates a telephone answering information system.

Essentially, the Information Center provides general information for coordinated community action and helps locate individuals and/or groups "where the action is." The Information Center serves as a "publicizing" arm of the College, rather than as an instrument of investigation and instigation. Its function is one of letting all the left hands know what the right hands are doing at any given moment. The Center actively seeks and disseminates information about the broadest possible range of goings-on within the Evergreen community and, to a lesser extent, the outside world.

The Center is a centralized place to *take* information that requires attention throughout the Evergreen community.

The Center is a centralized place to *go* when any community member wants information about various college activities or wants to know who to ask for answers to questions.

The Center plays a key role in Evergreen's scheme of governance (see Governance and Decision Making Section). Accurate and thorough communication is absolutely essential to the establishment and maintenance of a true community of learners, all of whom have a vital stake in what happens at the College.

The Information Center's operating hours coincide with those of the library (approximately 99 hours per week).

VI. Policies and Procedures

STUDENT ACCOUNTS/POLICIES AND PROCEDURES

Student Classification

Resident and Nonresident Status

The term "resident student" means one who has lived in the State of Washington for one year prior to the date of registration; a dependent son, daughter, or spouse of a federal employee residing within the state; or a dependent son, daughter, or spouse of a staff member of the College. All others are considered nonresident students.

Part-time and Full-time Status
(For Tuition and Fee Calculation)

For purposes of payment of tuition and fees, the term "part-time student" means one who is enrolled for one Evergreen unit of credit. The term "full-time student," for tuition and fee purposes, means one who is enrolled for either two or three units. Determination of part-time or full-time status for fee calculation will be made during registration, and may not be changed after the sixth day of instruction of the quarter. (See "Academic Offerings: Full-Time and Part-Time Status.")

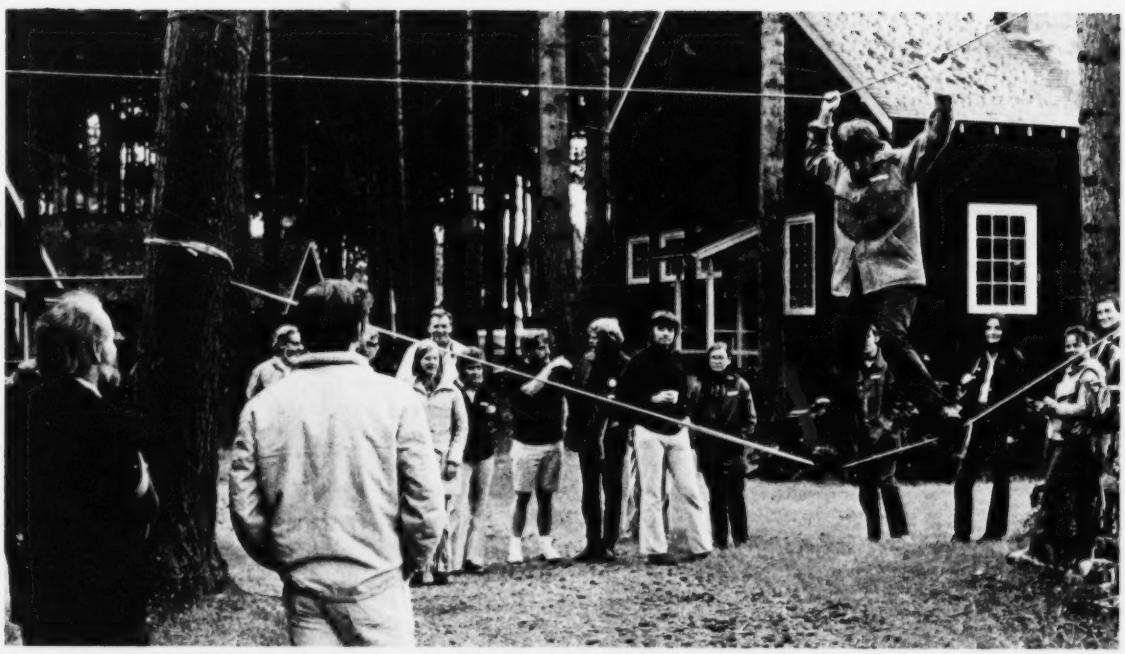
Tuition, Incidental Fees, And Other Charges

Application Fee

A $15 application fee is required of all applicants prior to consideration for admission. This fee is a one-time payment, and is not refundable nor applicable to the payment of any other charges.

Enrollment Deposit

An advance deposit of $50 is required within 30 days after notification of acceptance is received from the Office of Admissions. Payment will reserve enrollment, on a first-come, first-served basis. This deposit will be forfeited if the student does not register for the quarter admitted. If the student completes registration but withdraws after the tenth day of instruction, he is eligible for a full refund of his advance deposit minus any outstanding debts owed to the College. The advance deposit is not applied toward payment of tuition, but is maintained as a credit to the student's account and continues to reserve an enrollment position through succeeding quarters until he graduates or otherwise withdraws. The advance deposit is refunded when a student withdraws from Evergreen. Withdrawals are never blocked. However, for three reasons, the College asks that withdrawal be accomplished through an interview: First, if withdrawal is made necessary because of difficulties that Evergreen can help to relieve, the possibility of that help should at least be noted. Second, the College's resources for counseling and information should be available, if the student wants to use them, as he acts upon his decision



to leave the campus and as he considers the next stages of his experiences. Finally, if Evergreen is to provide a supportive and genuinely educative environment, it must be kept apprised of how effectively it meets students' needs. At the conclusion of the interview, the advance deposit is refunded, less any outstanding debts to the College.

Late Registration Fee

A student not completing registration on the day specified in the College calendar, or one re-enrolled after the six-day limit, will be assessed a late registration fee of $15.

Portfolio and Transcript Fee

The Evergreen portfolio and transcript, comprehensive and voluminous in contrast to the transcript of most collegiate institutions, will include evaluations and representative samples of work in addition to demonstrating programs satisfactorily completed. Payment of a $10 fee entitles the student to one copy of his portfolio and transcript. Charges for additional copies are payable before delivery.

Student Identification Cards

Identification cards will be made available to all students without charge at the time of enrollment. A $5 charge will be levied for replacement of lost cards.

Billing and Payment

The student accounts system assembles all financial information, both charges and credits, for each student and prepares a monthly statement of account. This makes it possible for each student to submit a single check for tuition and fees, housing, food service, and other charges by mail or night depository in

the lobby of the first floor of the Library Building. The cashier's office is open to accept payment from 9:00 a.m. to 12:30 p.m. and from 1:00 p.m. to 4:30 p.m., Monday through Friday, to accept payments in person, particularly when payment is made with cash.

Tuition and incidental fees are billed on a quarterly basis regardless of the content or length of a student's academic program. All other charges and related fees will be billed on a monthly basis as they arise.

Tuition and incidental fees are due and payable at the beginning of the quarter. If full payment is not received by the sixth day of the quarter, the student will not be enrolled for that term. If after the sixth day the student presents payment and can show cause for late payment he may be re-enrolled at the discretion of the Registrar; however, enrollment will not be allowed after the tenth day.

Failure to pay any charges other than the tuition and incidental fees will not be cause for disenrollment. Such failure may, however, result in other action such as eviction from College-owned housing, cancellation of insurance eligibility, or revocation of such other licenses as may have been granted.

Policies and fees are subject to change at the discretion of the Board of Trustees.

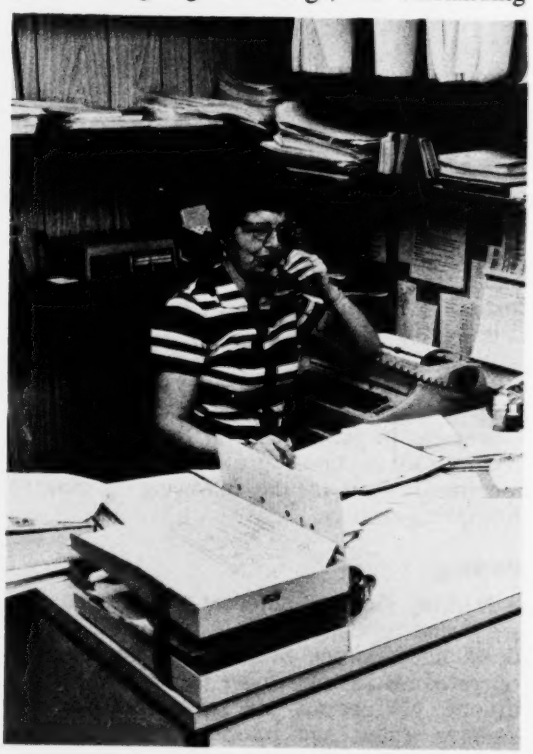
All checks must be made payable to The Evergreen State College and delivered to the Office of the Controller.

Refunds

No refund of tuition and tuition-related fees will be allowed except for withdrawal under the following conditions: (1) death or serious accident or illness in the immediate family, (2) military draft call or reserve call-up, (3) other unavoidable or unforeseeable circumstances, after review. If a refund is appropriate and authorized, and if the student withdraws from the College prior to the sixth day of instruction of the quarter, tuition and incidental fees will be refunded in full. If a refund has been authorized and the student withdraws on or after the sixth day of instruction, but before the thirty-first day, one-half of tuition and incidental fees will be refunded. If the student withdraws after thirty calendar days, no refund can be allowed.

Financial Aid Disbursements

Financial aid awards are made by the Office of Financial Aid. The amounts, types, and conditions are transmitted to the Student Accounts Office for accounting and disbursing. All financial aid, with the exception of short-term emergency loans, is distributed quarterly to coincide with the assessment of tuition and incidental fees. Because financial aid is designed primarily to pay direct expenses of going to college, all outstanding



charges at the time of distribution are deducted from the quarterly award, and any balance of the aid is paid to the student. The exception to this policy is on-campus work/study programs for which funds are distributed through the payroll system. The balance of aid, if any, will be available for disbursement to the student at the Student Accounts Office, upon presentation of proper identification, on the day following the close of formal registration.

Parking

Parking facilities adjacent to the academic plaza and residence halls are available to students and visitors. Student vehicles may be operated on campus under the following conditions: (1) permits are purchased; and (2) campus traffic and parking regulations are observed. Every vehicle parked on campus grounds during regular working hours, or parked in residence hall parking areas at any time, must display a parking permit. Parking permits may be purchased on a daily, monthly, quarterly, or yearly basis.

Student Health Insurance

The College, through a contract with a private insurance carrier, offers a comprehensive medical insurance plan for all enrolled students. Very limited on-campus medical facilities during Evergreen's early years make this coverage advantageous for students not otherwise insured against health risks. Coverage under the plan for new students is automatic unless waived by the student. Failure to waive coverage prior to or during check-in creates a non-cancellable quarterly contract. Students

with eligible dependents may make arrangements, if desired, through the Student Accounts Office for expansion of the insurance to cover those dependents.

Housing

Billing and Payment

Students occupying on-campus residential units will be billed for rental at the beginning of each month. The charges will be included on the regular student accounts statement.

The rental agreement for housing is based on month-to-month tenancy. Rent is due and payable in advance. Written notice of intention to vacate on-campus housing must be received no later than the first day of the final calendar month of occupancy.

Housing Deposit

A housing deposit is required to reserve on-campus living accommodations and to offset any assessed damages. Payment of the deposit will reserve residence hall accommodations on a first-come, first-served basis. The deposit may be refunded only in the event that the student provides written notice at least 45 days prior to the date for which the living accommodation has been reserved that he wishes to cancel his reservation. If a cancellation notice is received less than 45 days before the reservation date, the student will forfeit the full deposit.

Food Service

Contract food service ("the boarding plan") at Evergreen is open to all students, whether or not they reside on campus. The boarding plan provides 19 meals; three meals each weekday, with Saturday and Sunday brunch and dinner. In addition, casual or cash sales meals are available to students and guests at a fixed per-meal rate.

Contract food service is available on a month-to-month basis, with charges due and payable in advance. The food service contract may be cancelled by written notice submitted no later than the first day of the final calendar month under the boarding plan. Students should carefully study the anticipated costs of food service set out in the section entitled "Student Accounts/Fees and Charges." Experience indicates that in virtually every case, the low cost and convenience of the boarding plan is the superior alternative except for those students who prepare a majority of their own meals.

STUDENT ACCOUNTS/FEES AND CHARGES

Schedule of Tuition and Fees

Resident—Full-time student, per quarter	$165.00
Resident—Viet Nam Veteran—Full-time student, per quarter	120.00
Nonresident—Full-time student, per quarter	453.00
Resident—Part-time student, per quarter	115.00
Nonresident—Part-time student, per quarter	115.00

Application Fee and Advance Deposit

Application Fee	$ 15.00
Enrollment Deposit	50.00

Miscellaneous Fees

Late Registration Fee	$ 15.00
Portfolio and Transcript Fee	10.00
Replacement of Student Identification	5.00

Other Charges

Student Health Insurance

Student Only, per quarter	$ 10.37
Student and Dependents, per quarter	31.64

Vehicle Parking

	Automobiles	*Motorcycles and Scooters*
Daily	$ 0.25	$ 0.25
Monthly	5.00	2.50
Quarterly	10.00	5.00
Yearly	30.00	15.00

On-Campus Housing

Residence hall accommodations, per month, each occupant:	
Four-student apartment, duplex units	$ 70.00
Five-student apartment	68.00
Two-, three-, or four-student apartment	66.00
Two-student or one-student studio room	64.00
Advance Deposit	$ 50.00

Food Service

Contract Plan:	
19 meal boarding plan, per student, per week	$ 16.00
Casual or Cash Plan:	

Rates per meal		
Breakfast	$ 0.90	
Lunch	1.15	
Dinner	1.55	
Brunch (Saturday and Sunday)	1.15	
Dinner (Saturday and Sunday)	1.55	
Special Monthly Festive Meals	1.90	
Average cost of cash plan, per student, per week		$ 21.00

Summary of Estimated Quarterly Expenses

1. Prior to or during first quarter only

	Resident	*Non-resident*
Application Fee	*$ 15.00*	*$ 15.00*
Advance Deposit	*50.00*	*50.00*
Housing Deposit	*50.00*	*50.00*
2. *Direct Education Costs*		
Tuition and Fees	*$165.00*	*$453.00*
Books and Supplies (estimate)	*50.00*	*50.00*
Miscellaneous Fees and Charges	*25.00*	*25.00*
3. *Related Costs*		
Housing (average)	*$201.00*	*$201.00*
Meals (contract plan)	*165.00*	*165.00*
4. *Other Expenses*		
Personal (estimate)	*$135.00*	*$135.00*
Insurance (optional)	*10.37*	*10.37*
Car (estimate)	*65.00*	*65.00*

Summary of Estimated Academic Year Expenses

For the 1972-73 academic year at Evergreen, a single resident student, without a car, living in College housing, using the boarding plan, can reasonably expect to spend $2,270 on his education as follows:

Tuition and Fees	$ 495.00
Books and Related Supplies	150.00
Miscellaneous Fees and Charges	75.00
Housing and Meals	1,100.00
Personal Expenditures	400.00
Travel to and from Home	50.00
Total estimated expenses for three quarters, 1972-73	$2,270.00

FACILITIES USE, SAFETY, AND SECURITY

Use of College Premises and Facilities

The use of College premises and facilities by individuals or organizations for any purpose other than in connection with the College's regular instructional or research programs is permitted when (1) the individuals or organizations requesting the use of space are eligible to use it; (2) space is available; (3) appropriate procedures are followed to assure that the necessary arrangements can be made for setting up the space and that no conflicts arise in the use of the facilities requested.

Reservations for the use of facilities will be assigned on the following priorities: (1) The College's regular instructional and research programs, (2) major college events, (3) student-, faculty- and staff-related events, (4) alumni-related events, (5) non-college (outside organizations) events.

In no case may an admission fee be charged for or contributions solicited at any meeting on College premises, except when previously authorized.

Safety

Smoking

Smoking is prohibited in areas marked "No Smoking" and in unmarked offices, seminar rooms or other areas when abstinence is requested by the person in charge. Where smoking is permitted, please use ashtrays.

Parking

Motor vehicles may be parked only in posted lots. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be towed away at the expense of the vehicle driver.

Traffic Regulations

Maximum campus speed, other than on the Parkway, is 25 miles per hour. Lower limits are indicated by signs where required. Drivers must obey all posted traffic signs on the campus.

Security

Security Office

Evergreen's Security Office is designed to function primarily as a service organization for students and faculty.

The office is charged with responsibility for the protection of personnel and property. Any theft, property damage, personal loss, accidental injury, traffic or parking violation, and similar problems should be reported to the Security Office as soon as possible to enable it to provide proper service.

The Security Office issues all parking permits. Keys to all buildings, except the Residence Halls, will be issued by the Security Office when issuance is authorized.

Personal Property

The College cannot assume responsibility for the loss of personal property in buildings or on the campus, regardless of the reason for the loss.

ADMISSION TO EVERGREEN

General Admissions Requirements

In general, Evergreen best serves those students whose interests and personal characteristics mesh productively with its distinctive educational program. Drive and determination, a capacity for hard work, and a sense of purpose are more important than one's previous record of attainment.

High School Graduates

Normally, any high school graduate may be considered if he ranks in the upper half of his graduating class. There are no requirements for a specific number of high school units. Evergreen places major emphasis on its Supplemental Admissions Form, available on request from the Office of Admissions. Although transcripts and college entrance test scores must be submitted, there are no special requirements (beyond upper-half class standing) with respect to grade-point average or standardized test results. The reason for requiring transcripts and test scores is to insure the completeness of the record; they help the College to determine whether it is aiding its students to develop in productive ways. Ordinarily, the test scores submitted should be on the Washington Pre-College Test or on the Scholastic Aptitude Test of the College Entrance Examination Board.

Applications will be welcomed also from persons who have completed the equivalent of the twelfth grade but have not actually graduated from a high school. These prospective students should submit an official copy of their equivalency certificates.

Transfer Students

If an applicant from another college or university has successfully completed 15 or more quarter-hours of credit (or the equivalent), he need not meet the requirements for admission from high school. If he has not successfully completed 15 quarter-hours of college-level work, he may be asked to apply under the same conditions as one applying directly from high school. Credit for work satisfactorily completed at other institutions can be applied toward a baccalaureate degree at Evergreen, subject to Evergreen's requirement of 36 units for graduation. Credit earned at other institutions of higher education will be applied towards a B.A. degree at Evergreen in multiples of five, rounded to the nearest multiple. In other words, 23 quarter-hours earned elsewhere will provide five of the 36 learning units necessary for the baccalaureate degree at The Evergreen State College, whereas 22 quarter-hours will yield four of the necessary units.

Transcripts of all college-level work must be submitted in support of the application, but primary emphasis will be placed on the prospective student's evidence of interest, initiative, and creativity as indicated in his responses to the Supplemental Admissions Form.

Advanced Placement

An applicant with a score of three (3), or higher on an Advanced Placement Examination of the College Entrance Examination Board will be granted two units of Evergreen credit for that successful examination. Specific advanced placement in the various academic disciplines will be determined, when such determination is relevant, by appropriate members of the Evergreen faculty. Credit will also be granted on the basis of the College Level Examination Program of the College Entrance Examination Board. (See "Credit by Examination.")

Students From Other Countries

The admissions procedures for Canadian students are the same as those for students from the United States. All others should request special instructions from the Office of Admissions.

Admissions Procedures

The closing date for applications is May 1, 1972, for students seeking admission the following September. Fall enrollment will be limited to the number that can be effectively served within the available resources and facilities. Applicants for subsequent terms during the academic year will be considered as space becomes available.

1. A $15 application fee is required (nonrefundable and nonrecurring) in the form of a check or money order. Payment must accompany the Uniform Application for Admission to Colleges and Universities in the State of Washington.
2. A student applying directly from high school should request that an official transcript of his record, indicating his rank in his graduating class, be sent to the Admissions Office by the appropriate school official. Provisional acceptance can be granted on the basis of three years of high school work. Applicants accepted on this basis must submit a transcript showing the complete high school record and date of graduation before their acceptance is final.

3. A transfer student is requested to present two (2) official transcripts from each college or university attended. Applicants must be in good academic standing at the last institution attended. No action will be taken on a transfer application until all transcripts of previously completed work have been received. Students planning to enroll at Evergreen for the fall quarter of 1972 who are currently enrolled in another institution must have an official copy of their records sent to the Admissions Office by June 20, 1972.
4. The Supplemental Admissions Form is an essential part of the admissions procedure. It must be completed by all prospective students in support of the application. The Supplemental Admissions Form will be sent upon receipt of the Uniform Application for Admission to Colleges and Universities in the State of Washington.
5. An admissions decision will not be made on incomplete applications. An application is considered complete when the following items have been submitted to the Admissions Office:
   a) Uniform Application for Admission to Colleges and Universities in the State of Washington, together with the $15 application fee,
   b) Supplemental Admissions Form,
   c) Official transcript(s), and
   d) For those students entering from high school, appropriate test scores.
6. Upon receipt of a notice of eligibility, the applicant must send an advance deposit in the amount of $50 within 30 days. A Permit to Register, showing the date of registration, will then be sent.
7. The Health Evaluation Form, sent with the Permit to Register, must be completed by a physician and returned to the Admissions Office at least 30 days prior to the date of registration.

Notification of decisions will be made as soon as possible after a review of each completed application. A student must re-apply if he fails to register for a particular term. Closing dates for applications are May 1 for fall term, December 1 for winter term, and March 1 for spring term.

Credentials, except original documents, submitted in support of an application become the property of the College. The admissions credentials of students who do not register for the term in which they applied will be held for two years before being discarded.

Campus Visits

Personal interviews are not required. All prospective students and other interested persons are welcome to visit the campus and to discuss Evergreen's program with members of its staff.

Requests for forms and correspondence regarding admissions should be addressed to:

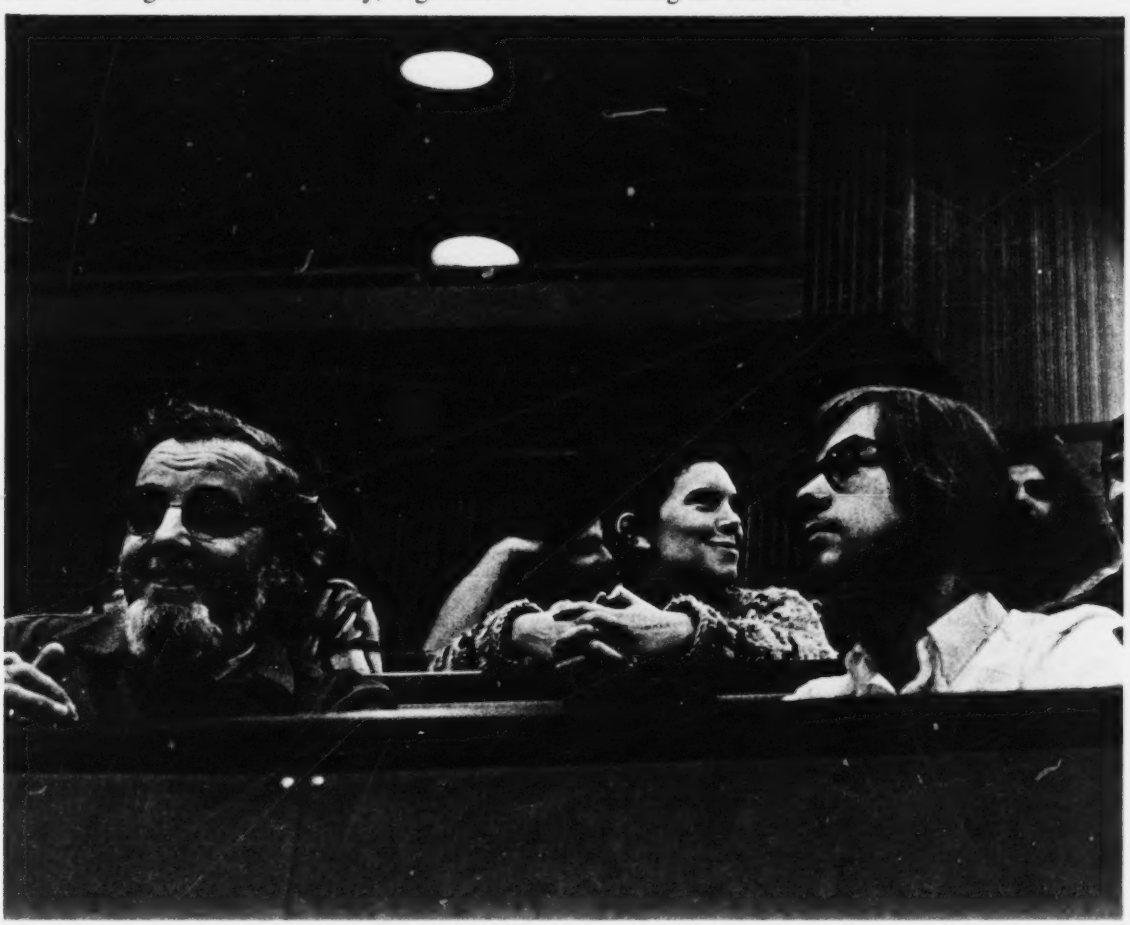
Director of Admissions
The Evergreen State College
Olympia, Washington 98505
(206) 753-3150

Registration

Once a student has been admitted, he will find the procedures for registration spelled out in the materials provided each quarter by the Office of the Registrar.

Registration, which is simply an official recording of the work for which a student is enrolled, takes place on days indicated in the College Calendar. For newly admitted members of Evergreen's student body, registration takes place after an orientation period that permits their developing greater familiarity with the College's offerings; once a student has spent a quarter at Evergreen, he will have an opportunity to early register for subsequent terms, thus enjoying greater convenience and more easily reserving a place for himself within the College's programs.

For 1972-73, details of the registration process will be sent to all admitted students during the late summer.



VII. Governance

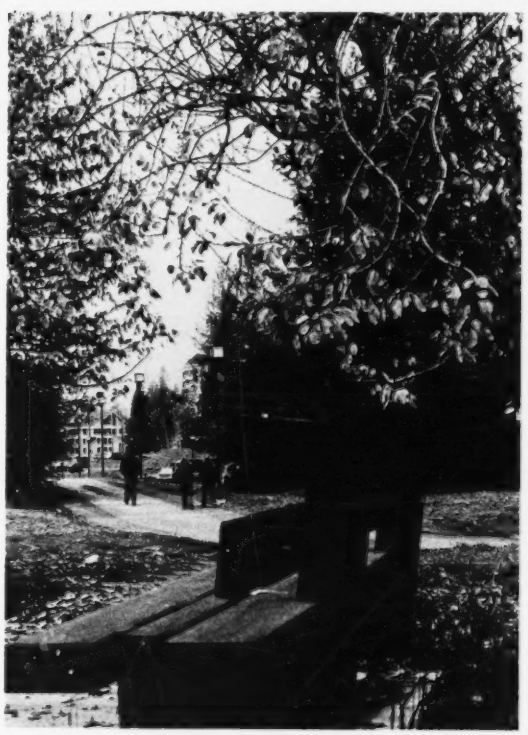
GOVERNANCE AND DECISION-MAKING AT EVERGREEN

Introduction

Evergreen is an institution in process. It is also a community in the process of organizing itself so that it can work toward clearing away obstacles to learning. In order that both the creative and the routine work of the community can be focused on education, and so the mutual and reciprocal roles of the various members of the community can best reflect the goals and purposes of the College, a system of governance and decision-making consonant with those goals and purposes is required.

To accomplish these ends, governance and decision-making in the Evergreen community must have the following qualities:

1. The procedures must reflect the Evergreen approaches to facilitating learning, and recognize the responsibility of the President and the Board of Trustees for institutional direction.
2. "What to do" and "how to do it" should be decided "where the action is," that is, at the administrative level closest to those affected by a particular decision.
3. "Where the action is" should be locatable.
4. All people responsible for deciding "what to do" should be accountable.
5. "What to do" and "how to do it" should be decided after consultation and coordination. Who is to be consulted, and what is to be coordinated are part of the definition of "where the action is."
6. Consultation and coordination should be:
   a. primarily concerned with substantive issues;
   b. normally involving people who are affected by and interested in the issues.
7. Oligarchies are to be avoided.
8. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for what they say.
9. In cases of conflict, due process procedures must be available.
10. The procedures must respond automatically to growth and be evaluated periodically.



Governance and decision-making in the Evergreen community must not:

1. Separate the Evergreen community into constituencies with some sort of traditional representative form of government.
2. Require decisions by vote.
3. Call for standing committees and councils.

4. Stifle experimentation with new and better ways to achieve Evergreen's goals.

The following system, designed to accomplish these objectives:

1. Calls for the continuous flow of information and for the effective keeping of necessary records.
2. Provides for getting the work done and for making decisions where the action is.
3. Allows for creative policymaking, including a policy initiation process open to any member of the Evergreen community.
4. Insists on the speedy adjudication of disputes with built-in guarantees of due process for the individual.
5. Has built-in methods for evaluating—and if necessary, changing—the system.
6. Attempts, in every instance, to emphasize the sense of community and to require members of the community to play multiple, reciprocal, and reinforcing roles in the community enterprise.

I. The Legal Nature and Status of The Evergreen State College

The Evergreen State College, established in Thurston County by the 1967 Washington State Legislature, operates under the provision of the Revised Code of Washington (RCW 28B.40). Management of the College, care and preservation of its property, erection and construction of necessary buildings and other facilities, and authority to control collection and disbursement of funds is vested in a five-member Board of Trustees appointed by the Governor with the consent of the Senate for six-year overlapping terms. Board members serve without compensation. Evergreen's president is chosen by and is directly responsible to the Board of Trustees for executive direction and supervision of all operations of the College. The Trustees and the president in turn delegate many duties and responsibilities to others in the Evergreen community. The

governance system of Evergreen recognizes the legal nature and status of the College as well as the *de facto* system whereby the community works toward achieving its goals and purposes.

The president may delegate responsibility and authority to the vice presidents. They in turn may delegate duties to deans and directors, etc. *The essential business of the community—to foster learning—is the responsibility of everyone in the community, and cannot be delegated.*

II. Information, Communications and Record-Keeping

The Evergreen community needs to be open, self-conscious and self-correcting if it is to be both viable and innovative. The left hand does need to know what the right hand is doing. Furthermore, Evergreen needs to be able to remember the important things both its left and right hands have done, and with what degree of success or failure they have done it. This latter function calls for an effective system of record-keeping and is integral to institutional evaluation. The former requires the establishment of an Information and Communications Center designed to provide the intelligence that all members of the community need on a day-to-day, week-to-week, and

month-to-month basis. This center should receive the necessary input and provide the necessary output so that anyone can find out what has been going on, what is going on, and what will be going on at Evergreen. Combined with the College Forum and the College Sounding Board, the Information and Communications Center should prove invaluable as an aid to informed decision-making.

A. The Information and Communications Center

This center should become the clearinghouse for all of the information needed to keep the Evergreen enterprise going. It should publish the college newsletter, the college calendar, etc. It should develop a central communications room where anyone can find out who is doing what, where, and why. It should work closely with the schedules desk and the Office of College Relations. It should be a place where people call to schedule meetings. Such kinds of functions should go a long way toward diminishing conflicting calendars, reducing the indiscriminate flow of memos, and providing the necessary communication for coordinated community action.

The Information and Communications Center should be developed with all segments of the College cooperating in its establishment and operation. It may be tied in to the campus computer network, the television network, etc.

The Center can serve to coordinate imaginative record-keeping procedures for developing a continuing chronicle of the Evergreen experiment. It can also play an important role in helping individuals or groups to locate responsible and accountable people on campus when problems need to be solved.

B. The College Forum

As an occasion for all concerned members of the Evergreen community to come together; to think together; to talk, listen, and reason together, the College Forum will meet regularly.

The president of the College will lead the Forum discussions. He will be responsible for preparing and publishing an agenda, but it is to be understood that the agenda is open-ended. The Forum is not a decision-making body. It is a place and a time and a gathering where hard questions can be asked, where dreams can be told, where plans for a better college may first see the light of day.

In addition to the College Forum, similar forums led by vice presidents, deans and directors, etc., are encouraged. These forums may allow for more focused discussion in specific problem areas of the community enterprise.

C. The College Sounding Board

As an important all-campus information and coordination body, the College Sounding Board will meet on a regular schedule to facilitate coordination of activities among all areas of the Evergreen community. This group will not be vested with binding decision-making powers, but it will constitute a consultative pool or "sounding board" where discussion and advice on issues affecting various areas in

the College can be heard, and needs for coordination can be aired.

The membership will be constituted as follows:

1. The president will be a member of the Sounding Board.
2. Each vice president will appoint no more than 10 persons from his area of responsibility as members of this body.
3. Ten students will regularly serve as members of this body.

The students will serve as facilitators to all members of the Evergreen community in areas of initiative petitions or proposals, help individuals locate where the action is, and otherwise facilitate communication and coordination on campus. They will be selected by their fellow students in a manner to be determined by the students.

Every member of the Sounding Board should serve in this facilitating role, and participation on the Board should serve to acquaint its members with the multitude of problems, decisions, plans, etc., that typify an active center for learning. Each member of the Board must arrange for a substitute if he or she is to be absent from any particular meeting.

The College Sounding Board will select a moderator and a recorder for a limited term. These responsibilities will be rotated through the Board membership. The moderator will see that the group meets on a regular schedule, will prepare and publish an open-ended agenda for each meeting, and will assure a free and open discussion of the issues. The recorder will be responsible for reporting the issues discussed.

III. Getting the College's Work Done: Patterns of Administrative Decision-Making

Decision-making at Evergreen will take place "where the action is," that is, at the administrative level closest to those affected by the particular decision. Those responsible for making the decisions will be locatable and accountable; they will be expected to obtain input and advice from concerned parties as a regular part of the decision-making process.

A. Locatability

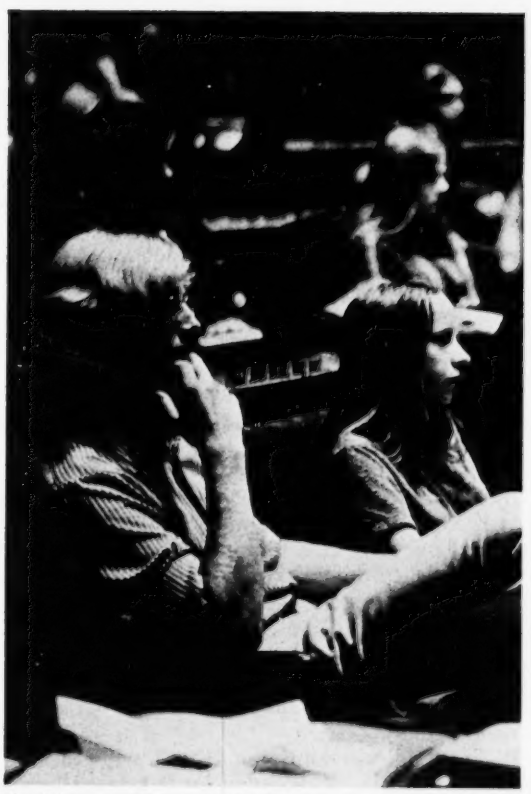
Location of those responsible for the functioning of various areas of the community is identified in the College organizational chart, the Faculty Handbook, and the Business Policies and Procedures Manual. Delegated duties and responsibilities should be made as explicit as possible, and information regarding the decision-making roles of various members of the Evergreen community should be made easily available in the College Information and Communications Center. Members of the College Sounding Board will also serve as information sources on these questions of locatability.

B. Administrative Evaluation and Accountability

Accountability for decisions made or not made, and the degree to which those affected have been encouraged to make inputs into the decision-making process, will be reflected in the College's system of administrative evaluation. Like the student and the faculty evaluation procedures, the administrative evaluation will emphasize growth in learning how to perform more effectively the roles for which the individual is responsible. The procedure will include a large element of self-evaluation and evaluation by peers, but must also include clear opportunities for input by those other members of the College community who experience the results of the administrative processes. It is through this evaluative procedure that the community can express itself most constructively on the effectiveness of the administrative process and the degree to which it is being responsive to the needs and the long-term interests of that community. Without a smoothly functioning procedure encouraging evaluative contributions from a wide circle of community opinion concerning the administrative performance of the decision-makers in the College, the campus community cannot be expected to place its confidence in the system of governance elaborated here. Administrative evaluation is therefore central and essential to the workability of the governance pattern proposed. The details of the evaluation system are contained in the separate document prepared by the Disappearing Task Force on Evaluation of Administration which, in turn, is dependent upon the full support and backing of the president and the vice presidents for its effective and successful operation.

C. Consultation, Input, and Advice

The Evergreen State College wishes to avoid the usual patterns of extensive standing committees and governing councils. Instead,



decisions will be made by the person to whom the responsibility is delegated, after appropriate consultation.

At least three major avenues for consultation and advice are open to a decision-maker within the College, depending upon personal style and the scope of the problem. The person may wish to: (1) simply solicit advice on a direct and personal basis; (2) select a Disappearing Task Force (ad hoc committee) for the purpose of gathering information, preparing position papers, proposing policy, or offering advice; (3) appoint a longer term advisory body for counsel on a matter requiring expertise (this option should be used infrequently to avoid the "standing committee syndrome").

Three major resources exist for selection to these consultative processes:

1. The Natural Consultative Pool—Certain decisions have an effect only on a limited number of persons who are easily identifiable.
2. The Community Service List—All members of the Evergreen community will be eligible for selection to the list by a random selection process. Names will be drawn from the list following the random order in which they were selected. Service on the list is considered a responsibility and a privilege of membership in the Evergreen community.
3. The Voluntary Service List—In addition to the Community Service List an Evergreen Voluntary Service List will be compiled by the computer center. Any member of the Evergreen community may have his name added to the list, and if he so desires may specify certain interest areas where he would wish to serve (e.g., Bookstore, DTFs dealing with experimental housing, administrative service, sports, etc.). This list will be available through the Information and Communications Center. Any individual or group can use this list to locate individuals to serve on DTFs, to identify people with certain interests, or to find talent and expertise. Those placing their names, interest areas, etc., on this list will have entree into the governance process in ways not immediately provided by the Community Service List. The College is advised to experiment with all aspects of the service list concept. It may prove to be an important innovation in the campus governance system.

IV. Initiative Processes

In addition to those who by law or by delegation of duties and responsibilities are charged to develop policy in the performance of their duties, any member of the Evergreen community can write a proposal, gather together a Disappearing Task Force to develop a proposition, or present a petition. The appropriate administrative officer will be obliged to read and act upon such proposals at the earliest possible time after receipt of said proposals in finished form. If accepted by the appropriate authority, the proposal will become official Evergreen policy and will appear in the next Evergreen Bulletin, Faculty Handbook, Business Policies and Procedures Manual, or other official Evergreen documents. Proposals not accepted will be returned to their initiators along with the reasons for rejection.

Aid and advice on the initiative process will be available to individuals and groups from members of the College Sounding Board as well as from the Information and Communications Center.

DTFs or other consultative bodies can be formed in the same manner as indicated in Section III, C of this document.

V. Adjudication of Disputes, Grievances, and Appeals

The grievances and appeals system at The Evergreen State College is designed to:

1. Reflect the programs and character of the institution and apply to all members of the community.
2. Provide a working system where appeals can be heard in the least possible time; one that is capable of speedy resolution of conflict and grievances.
3. Provide a *campus* adjudicatory apparatus, not one intended to operate in place of civil authority.

The appeals system should be required only when all prior attempts to resolve disputes and grievances "where the action is" have failed. All members of the Evergreen community should feel a heavy responsibility to make every effort to solve individual and community problems imaginatively and constructively without resort to th system.

In the event that satisfactory resolution of disputes or grievances is not achieved, or in cases of appeal for infraction of the code of conduct, the following procedure will be employed:

1. It will be the responsibility of the individual or individuals affected to initiate the process.
2. The first step will be written notification of an appropriate facilitator (a member of the Sounding Board or others as selected) regarding the dispute or grievance. This notification should include all necessary details about the dispute. The facilitator will establish that appropriate prior attempts at resolution have been made. He will then forward the written grievance to the appropriate person or office (coordinator, dean, director, vice president, or president).
3. The appropriate person or office will notify the individual or individuals involved of a time and place for a hearing. (This hearing must take place within one week of notification of dispute.)
4. The hearing board will be constituted in the following way:
   a. The board will consist of five members.
   b. Members will be selected from the Community Service List.
   c. The hearing board will reflect the peer groups of the disputants.
   d. The members will be selected by a random number process from identified peer groups.
   e. Each side represented in a dispute will have the right of two peremptory challenges.
5. The decision of the hearing board will be binding on all parties concerned. However, if the sanction imposed by this hearing body involves possible suspension, a fine in excess of $25, an official institutional reprimand which would become a part of the individual's permanent record, or a matter of serious principle, then the decision can be appealed to the All-Campus Hearing Board.

All-Campus Hearing Board

This Board will hear conflicts of a serious nature which are appealed from other hearing boards.

Three members of the Board will be impaneled for a defined period of service. These members will have the authority to review all appeals documents and to decide in advance which cases it will hear. At the time when a case is to be heard, four additional members, representing the peer groups of the disputants, will be selected for each individual case. All Board members will be selected from the Community Service List utilizing variations of the random number/peer group process. Each side represented in a dispute will have the right of two peremptory challenges. The only appeal within the institution beyond the All-Campus Hearing Board is by petition to the Board of Trustees. The Board of Trustees may also, on its own motion, review any decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.

In cases heard by the All-Campus Hearing Board, disputants will:

1. Receive adequate (5 to 10 days) written notice of the nature of the grievance and possible sanctions (where appropriate).
2. Receive written notice of the date, time, and place of the hearing.
3. Be advised of the names of the witnesses who will appear in the case.
4. Receive a fair hearing.
5. Have the right to present a defense and witnesses and the right to cross-examine opposing witnesses.
6. Have access to a transcript of the proceedings and the findings of the Board.

VI. Evaluation of Governance

Necessary and essential amending of this document is to be accomplished through the initiative procedures contained herein. At the end of two years and thereafter every five years, a commission on governance will be convened to evaluate the Evergreen governance system. It will be the responsibility of the commission to affirm the effectiveness of the system or to propose changes. Major changes will be subject to ratification by the members of the Evergreen community.

VII. Conclusion

Most contemporary forms of academic governance have taken shape from the faculty struggle for power and from the continuing conflict between faculty and administration. The faculty has clothed its cause in Democratic rhetoric, and college presidents have been reluctant to stand against the language of Jefferson. But a public college is not a state. A public college is not a self-governing body politic. It is the educational and initiatory agency of the state. Its work is learning, not self-government.

At Evergreen, we have designed, and hope to perfect, a simple system of academic government that grows out of and meets the needs of the teaching enterprise. We have not used the federal government as a model, and we are not going to use inappropriate political rhetoric. Our organizational, administrative, and policy-formulating structure must reflect our teaching function.

At Evergreen, we assume a community built upon commonality of interest, instead of upon inevitable conflict between irreconcilable interest groups. We assume cooperation between members of a single interest group. Those who come together at Evergreen will do so because they want to, because they want to become fellows.

Evergreen will not be the place for students, faculty, deans, or presidents who function best in overt or covert conflict.

Pressure-group politics is not the way to search for great curricular ideas, and is not the way to run an educational community. Conflict, pressure, non-negotiations, and confrontation politics will not create a fellowship—war perhaps; maybe a standoff; constituencies certainly; but not a reasonable community.

Evergreen must try to avoid a labyrinth of college-wide and departmental committees. Instead, proper power, opportunity, authority, and responsibility will be distributed functionally to those groups of faculty and administrators who need it to do the work they must do. This means that the president, vice president, and deans will set limits—wide limits—and the faculty teams will explore widely within those limits. We want to insure maximum administrative support for the widest possible exploration and elaboration of the Evergreen programmatic ideal. We want to provide cooperating teams of faculty with opportunities for the design of better ways of learning. We want to provide for continuous self-study and self-evaluation by students, faculty, and administration; and continuous critical self-study of the entire college. Evergreen is to have a growing, changing, living curriculum, faculty, and administration.

Our system of decision making, evaluation, and appeals has been designed specifically to support the teaching and learning programs peculiar to Evergreen. Though it is the product of months of careful deliberation, it is not intended to stand unchanged for all time. It is a system that is to be tried and evaluated, and it is to be changed for the better on the basis of experiment and experience. This document is subject to review and to change by processes analogous to those which originally created it.

SOCIAL CONTRACT AMONG THE MEMBERS OF THE COMMUNITY OF THE EVERGREEN STATE COLLEGE

Introduction

In its life as a community, The Evergreen State College requires a social contract rather than a list of specific prohibitions and essentially negative rules. The contract, open to modifications over time and responsive to the changing circumstances sure to attend the institution's future, represents a commitment by each one of us to search for the set of agreements that define the spirit that we are trying together to engender at the College, that indicate the conditions that support the primary

purposes for which Evergreen was called into existence, and that specify the principles under which all of us can live together as civilized and decent people who share the often very different excitements of learning.

Closely related to *Governance and Decision-Making at Evergreen*, this document summarizes the discussions to date of the concerns affecting the relationships of the members of the Evergreen community to themselves, to each other, to the College as an institution, and to the larger society of which that institution is necessarily and inescapably an agency. As a compact among people, this Social Contract calls for all associated with Evergreen—students, faculty and staff, and Trustees—to be signatories to it. Two issues of a procedural kind must be dealt with: One has to do with the process by which members of the community "become signatories"; the other focuses on the matter of timing.

The suggestion offered here is that all persons who become affiliated with the College as students or as employees agree as a condition of acceptance or employment to conduct themselves according to the principles embodied in the *Social Contract* and the *Governance and Decision-Making at Evergreen* documents. This arrangement precludes the necessity of collecting signature cards and of requiring the occasionally distasteful signing of formal "oaths."

On the matter of timing, the recommendation submitted at this point is that the social contract be accepted as the basis for the College's operations during 1971-72, a year during which further discussions can be held with respect to its spirit, its principles, and its language. With its publication in the catalog for 1972-73, the force of its contractual implications becomes official. Patterned in this manner, *ex post facto* considerations are avoided, and all of those presently on the Evergreen campus will have the necessary and appropriate chance to react to a statement of considerable importance to them but which was not available for their consideration prior to their joining the College community.

Basic Purposes

The Evergreen State College is an association of people who come together to learn and to help each other learn. Such a community of learners can thrive only if each member respects the rights of others while enjoying his

own rights. It depends heavily on a network of mutual trust and an atmosphere of civility; and it grows in its human utility only if each of its members lives up to the responsibilities for honesty, fairness, tolerance, and the giving of his best efforts as those efforts are entailed by his membership. Students, faculty, administrators, and staff members may differ widely in their specific interests, in the degrees and kinds of experience they bring to Evergreen, and in the functions which they have agreed to perform. But all must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

These considerations directly imply the necessity of an organized structure to achieve the goals of more effective learning, a system of governance that encourages widespread participation in the making of College decisions (See *Governance and Decision-Making at Evergreen*, statement of June 10, 1971), and a full awareness on the part of every member of the community of how his behavior influences the climate and the spirit of the campus. If the spirit and climate of the College are to promote learning most effectively, then each member of the community must protect in an active, thoughtful, and concerned way (a) the fundamental rights of others in the community as citizens, (b) the right of each member of the community to pursue different learning objectives within the limits defined by Evergreen's resources in people, materials and equipment, and money, (c) the rights and obligations of Evergreen as an institution established by the State of Washington, and (d) the rights of all members of the community to fair and equitable procedures for determining how, when, and against whom the community must act when its safety or its integrity has been damaged. Even more important, however, is the requirement, difficult to define and impossible to legislate, that each member of the Evergreen community concern himself with how the College can become a more productive, more humane, and more supportive place in which to learn. This requirement entails an explicit and continuing consideration of the delicate balances in the relationship of the members of the Evergreen community to each other and to the institution itself.

Evergreen and Society

Members of the Evergreen community recognize that the College is inherently and inescapably a part of the larger society as represented by the State of Washington, which funds it, and by the community of greater Olympia, in which it is located. From this state of affairs flow certain rights for the members of the Evergreen community, certain conditions of campus life, and certain obligations.

Among the basic rights are freedom of speech, freedom of the press, freedom of peaceful assembly and association, freedom of belief, and freedom from personal force and violence, from threats of violence, and from personal abuse.

Freedom of the press implies the right to freedom from censorship in campus newspapers and other media. Concomitantly, such publications are subject to the usual canons of responsible journalism, to the law of the press, and to the same conditions of self-maintenance that apply to other forms of public communication.

There may be no discrimination at Evergreen with respect to race, sex, religious or political belief, or national origin with respect to admission, employment, or promotion.

Because the Evergreen community is not separate or segregated from the larger society, the campus is not a sanctuary from the general law or invulnerable to the general public interest. The members of the Evergreen community are therefore obligated to deal with the relationship between the campus and the larger society with a balance of forthrightness and sensitivity, criticism and respect, and an appreciation of the complexities of social change and personal differences.

The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make their statements in their own names and not as expressions of the College.

Each member of the College community has the right to organize his own personal life and conduct according to his own values and preferences so long as his actions accord with the general law, are in keeping with agreements voluntarily entered into, evince an appropriate respect for the rights of others to organize their lives differently, and advance (or at least do not interfere with) the community-wide purpose of more effective learning. In short, Evergreen does not stand *in loco parentis* for its members.

The Conditions of Learning

As a community of people who have come together to learn and to help one another to learn more effectively, Evergreen's members live under a special set of rights and responsibilities. Foremost among these rights is that of enjoying full freedom to explore the nature and implications of ideas, to generate new ideas, and to discuss their explorations and discoveries in both speech and print without let or hindrance. Both institutional censorship and intolerance by individuals or groups are at variance with this basic freedom. By a similar token, research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, also violate the principle of free inquiry.

Serious thought and learning entail privacy. Although human accessibility is a basic value, and although meetings of public significance cannot properly be held in secret, all members of the Evergreen community are entitled to privacy in the College's offices, facilities devoted to educational programs, and housing. The same right of privacy extends to personal papers, confidential records, and personal effects, whether maintained by the individual or

by the institution.

All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. In order to protect the safety of the community and to respect the equal rights of those who choose not to participate, reasonable and impartially applied rules, following established procedures of governance (See *Governance and Decision-Making at Evergreen*), may be set with respect to time, place, and use of Evergreen facilities in these activities.

Honesty is an essential condition of learning. Honesty includes (although it is not limited to) the presentation of only one's own work in one's own name, the full consideration of evidence and logic even when they contradict a cherished personal point of view, and the recognition—insofar as it is humanly possible—of biases and prejudices in oneself as one strives to become a more effective learner.

Another essential condition of learning is the full freedom and right on the part of individuals and groups to the expression of minority, unpopular, or controversial points of view.

If the Evergreen community is to prove valuable to all its members, this right must be especially cherished, particularly when the predominant current of opinion, regardless of its character or its content, runs strong.

Related to this point is the way in which civility is a fundamental condition of learning. Only if minority and unpopular points of view are accorded respect, are listened to, and are given full opportunity for expression will Evergreen provide *bona fide* opportunities for significant learning as opposed to pressures, subtle or overt, to ride the main tides of purely contemporary opinion.

All members of the Evergreen community —students, staff, faculty, administrators, trustees, and all others—are under an obligation to protect the integrity of Evergreen as a community of learners from external and internal attacks, and to prevent the financial, political, or other exploitation of the campus by any individual or group.

Institutional Rights and Obligations

As an institution, Evergreen has the obligation to provide an open forum for the members of its community to present and to debate public issues, to consider the problems of the College, and to serve as a mechanism of widespread involvement in the life of the community. (See *Governance and Decision-Making at Evergreen*, sections on the College Forum and on the College Sounding Board.)

The College has the obligation to prohibit the use of its name, its finances, and its facilities for commercial purposes.

Evergreen has the right to prohibit individuals and groups who are not members of its community from using its name, its financial or other resources, and its facilities for commercial, religious, or political activities. This right is balanced by an obligation to formulate and to administer its policies in this regard in an even-handed manner.

The College is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support, and its educational programs. At the same time, Evergreen has the obligation to support the right of its community's members to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

The individual members of the Evergreen community have the responsibility for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. At the same time, it also must guarantee the right of the members of its community to be heard at appropriate levels of decision-making with respect to basic matters of policy and other issues of direct concern. As a community, Evergreen, through its governance structures, has both the right and the obligation to establish reasonable standards of conduct for its members in order to safeguard the processes of learning, to provide for the safety of its members, to protect the investment of the people of the State of Washington in its properties, and to insure a suitable respect for the very different tastes and sensibilities of its members. For these reasons, the law empowers the president or his designees to intercede whenever, in his (or their) judgment, a clear and present danger to these concerns exists.

The Issue of Strikes

The strike, including such variant procedures as the boycott and the prolonged demonstration, has been formally institutionalized in industrial society as one means of effecting change. It is recognized at law, has generated its own official personnel, and operates according to relatively common understandings. Because the strike bases itself in adversary rather than collaborative relationships, it is an inappropriate means of seeking change at Evergreen. Nevertheless, an awareness of human frailty and the complexity of our times suggest that, in spite of hopes that strikes will not need to occur within our community, wisdom and prudence call for some relevant concepts and policies from the outset.

As an effective means of demonstrating moral commitment and the courage of one's convictions, a strike entails costs; those who choose to strike must put something of value on the line that they choose to draw. Otherwise, a strike readily degenerates into a kind of hybrid—part party and part parade with little moral or intellectual meaning. It is for this reason that industrial workers do without their pay when they, for explicit purposes, withhold their labor.

Because there is no reason for a campus to enjoy exemptions from these principled conditions, two entailments follow: First, both as an institution and as a community. Evergreen has

the right to deny pay and academic credit to its members wh participate in strikes. Second, that right is balanced by an obligation to accept legally conducted strikes without dismissing those who participate in them.

Difficulties here are more probable in connection with the denial of credit than with the denial of pay. If striking students are able to meet their full academic obligations, then the notion of Evergreen as a community of learners argues against their having credit withheld. The judgment of Program Coordinators and of supervisors of Learning Contracts has a central and basic importance here; but when Program Coordinators and supervisors of Contracts may also have been involved in a strike, then the question arises of the extent to which their judgment is uncontaminated and of how free they may be from conflicts of interests. Specific and detailed procedures must be developed to cope with these contingencies, but the basic means of arriving at equitable decisions are provided by the sections on adjudication in *Governance and Decision-Making at Evergreen.*

Judicial Action

Although the mechanisms of suit and litigation are obviously essential at Evergreen, they represent the last resort within a viable community. In this Social Contract among Evergreen's members, our concern is less on governmental and policy-oriented issues, which are covered primarily by *Governance and Decision-Making at Evergreen,* and more on the personal relationships among its members and between various groups, both formal and informal, that may come into existence. In these realms of human relationships, judicial action is a less desirable way of resolving difficulties in a genuine community than are more informal methods of mediation. The processes outlined here touch, therefore, on three levels of conflict-resolution: informal mediation, formal mediation, formal arbitration and enforcement, and, where necessary, a means of appeal.

Informal Mediation

To begin with, it is expected that members of the Evergreen community who come into conflict with one another will make a determined effort to resolve their problems peacefully and quietly by themselves. When unable to work out their differences in this direct fashion, then they may resort to informal mediation in which no records are kept, no formal bodies are convened, and no "law" need be (although it may be) referred to other than the terms of this Social Contract. By mutual agreement, the parties to a dispute may call in a third party of their own choice to help them; they may request counseling help from some other member of the community; they may invite or accept intervention by one of the Student Facilitators, or they may select a moderator from the Community Service List. These possibilities are not at all exhaustive; the people in conflict can choose any other method that is mutually acceptable to help them clear up their problems in a peaceful and quiet fashion. The great majority of disputes

are expected to find resolution at this informal level, and the obligation of the community is to insure the availability of these kinds of methods.

Formal Mediation

When informal processes fail to produce satisfaction, then the parties to a dispute may, following procedures outlined in *Governance and Decision-Making at Evergreen,* convene a jury from the Community Service List to decide the issue between them. To convene the jury, evidence must be presented that informal efforts at settlement have been tried in a *bona fide* way. The task of the jury is essentially that of mediation; its functions are to resolve a conflict, to provide guidelines for the disputants to consider in their future conduct, and to record its opinion. Although its judgment is final, it has no power to enforce its findings or to penalize the party to the conflict whom it finds at fault if, indeed, it identifies one of the disputants as "wrong" in some sense.

Only if, after such a jury decision, the conflict or dispute flares anew is a Board of Judgment convened, again from the Community Service List, with powers of enforcement and penalty. The Board is bound by the opinion of the preceding jury. Its task is to determine whether that opinion has been violated, to enforce that opinion and to apply suitable penalties when necessary, and to record its action.

Appeal Procedure

If the action by the Board of Judgment is unsatisfactory, then an application for appeal may be entered with the All-Campus Hearing Board. The All-Campus Hearing Board may accept or reject the appeal. If it accepts, then it has the power to review the original opinion of the jury as well as to consider the actions by the Board of Judgment. The only appeal within the institution is by petition to the Board of Trustees. The Board of Trustees may also, on its own motion, review the decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.

Off-Campus Offenses

There remains the problem of double jurisdiction or the extent to which the Evergreen community may have an appropriate interest in the implications of offenses that are committed outside its own precincts. This problem is a very real one, but the general principle is that, unless the nature of the offense raises questions about the suitability of the person's membership in the Evergreen community, his payment of penalties exacted by the general law of our society absolves him from paying additional penalties under the rules of the College. This position is consistent with the fact that Evergreen does *not* stand *in loco parentis.* An additional entailment of this stance, however, is that the College cannot properly intervene in behalf of its members if and when they come afoul of the general law. This position in no way precludes, of course, actions by individuals in their own names and on their own responsibility; such actions fall within the in-

herent rights of citizenship fully recognized by Evergreen.

The question of a general community interest may be raised only when members of the Evergreen community have been *convicted* of off-campus offenses. When, in the light of such a conviction, a member of the Evergreen community believes that the offender has, by the nature of his offense, demonstrated a lack of fitness to continue as a student or an employee of the College, he may request in writing a hearing on the issue by the All-Campus Hearing Board. Initiative rests entirely with the person who is involved.

When hearings are requested, they must, of course, be conducted in public. If the finding of the All-Campus Hearing Board is unsatisfactory, then a petition for appeal may be filed with the Board of Trustees of The Evergreen State College. If the appeal is accepted, then the hearing by the Board of Trustees must be held promptly and in public with its decision being final. In accepting an appeal, the Board may, however, appoint a panel of Hearing Officers to take testimony which the Board will then review in arriving at its decision. On its own motion, the Board of Trustees may also review any decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.

Final Procedural Notes

In both this statement of The Evergreen Social Contract and in *Governance and Decision-Making at Evergreen,* a number of important procedural clarifications are still necessary. Several members of the Task Force on the Social Contract have expressed interest in helping to formulate those procedures and to work them out in the necessary greater detail. If acceptable to the community, then the appropriate members of the Task Force and interested members of the Committee on Governance could profitably assemble to identify the problems and to begin to move toward their speedy solution.

This document is subject to review and change by processes analogous to those which brought it into being.

Accepted by Trustees as
working document, 11-18-71

VIII. Who We Are

THE BOARD OF TRUSTEES

Janet Tourtellotte, Seattle, Chairman
Trueman L. Schmidt, Olympia
A. E. Saunders, Tacoma
Herbert D. Hadley, Longview
Halvor M. Halvorson, Spokane

. . .

President: Charles J. McCann
Vice President and Provost: David G. Barry
Executive Vice President: Edward Joseph Shoben, Jr.
Vice President for Business: Dean E. Clabaugh

ACADEMIC AND PROFESSIONAL STAFF*

Aldridge, William	Faculty
Alexander, Richard W.	Faculty
Allen, Nancy	Faculty
Anderson, Lee	Faculty
Anderson, Richard	Faculty
Arguelles, Jose	Faculty
Baird, Dale C.	Programmer, Computer Services
Barclay, Esther R.	Faculty
Barnard, Robert	Faculty
Barringer, Robert L.	Director of Computer Services
Barry, David G.	Vice President and Provost
Beck, Gordon	Faculty
Brian, Richard	Faculty
Brown, Carl J.	Director of Personnel
Brown, David W.	Director of Admissions
Burke, Gerald G.	Director of Housing
Cadwallader, Mervyn L.	Dean, Social Sciences
Carnahan, David J.	Associate Dean of Library Services
Caulfield, Monica	Head of Library Reference Services
Chan, Donald	Faculty
Chang, Daniel Kit Mun	Faculty
Clabaugh, Dean E.	Vice President for Business
Cornish, Texas	Utilities Production Manager
Crowe, Beryl	Faculty
Davies, Charles H.	Electronic Media Producer
Delgado, Medard L.	Faculty
Dickinson, Margaret	Faculty
Dobbs, Carolyn	Faculty
Doerksen, Arnold J.	Purchasing Agent
Donohue, Kenneth	Director of Cooperative Education
Eickstaedt, Larry	Faculty
Eldridge, Lester W.	Director of Financial Aid and Placement
Esquivel, Cruz	Faculty
Estes, Betty	Faculty
Gerstl, Ted	Faculty
Hanson, Allan	Business Enterprise Accountant
Harding, Philip	Faculty
Herman, Steven	Faculty
Hillaire, Mary	Faculty
Hirzel, Woody	Photo-media Specialist
Hitchens, David	Faculty
Hoffman, Ron	Director of Business Services
Holly, James F.	Dean of Library Services
Hubbard, Connie	Artist-illustrator

Humphrey, Donald G.	Dean, Natural Sciences and Mathematics
Humphreys, Willard C., Jr.	Faculty
Hunter, Sally	Admissions Counselor
Hutchings, Joan	Programmer, Computer Services
Johnson, James O.	Systems Analyst
Johnson, Karl N.	Administrative Architect
Jones, Richard	Faculty
Kahan, Linda	Faculty
Kenworthy, William O.	Food Services Manager, ARA Slater Company
Kormondy, Edward	Faculty
Langston, Peter S.	Programmer, Computer Services
Larson, Eric	Faculty
Long, James P.	Coordinator, Volunteer Services, Cooperative Education
Marr, David	Faculty
Marrom, Rod	Security Supervisor
Marsh, Paul	Faculty
Martin, Gail	Faculty
Martin, S. Rudolph, Jr.	Faculty
Matheny-White, Patricia	Head of Library Technical Services
McCann, Charles J.	President
McCarty, Doris	Bookstore Manager
McNeil, Earle	Faculty
Milne, David	Faculty
Moss, John T.	Student Accounts Supervisor
Munro, John	Systems Analyst
Nathan, Richard C.	Admissions Counselor
Nichols, Richard Q.	Director of Information Services and Publications
Nickolaus, Donald O.	Systems Analyst
Nisbet, Charles	Faculty
Olexa, Carol	Faculty
Olson, Harry F.	Building Maintenance Supervisor
Pailthorp, Charles	Faculty
Parry, Donald S.	Director of Plant Operations
Parson, Willie	Faculty
Patterson, Lynn	Faculty
Paull, Kenneth W.	Library Operations Manager
Peffer, Lou-Ellen	Faculty
Phare, Darrell	Faculty
Phipps, William A.	Administrative Architect
Portnoff, Gregory	Faculty
Riggins, Stephen	Faculty
Robinson, Peter	Faculty
Saari, Albin T.	Chief of Media Engineering Services
Sampson, Ralf	Materiel and Distribution Manager
Schillinger, Jerry L.	Director of Facilities Planning
Shoben, Edward Joseph, Jr.	Executive Vice President

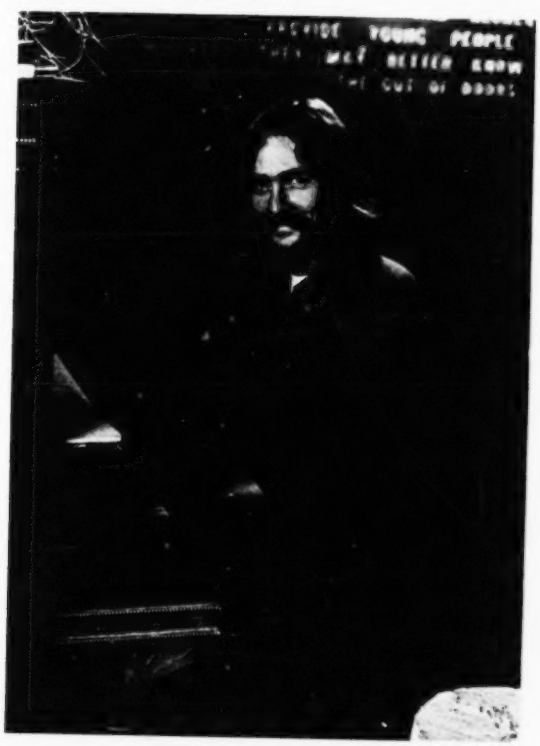
Sinclair, Leon	Faculty
Sluss, Robert	Faculty
Smith, LeRoi	Faculty
Smith, Perrin	Registrar
Sogge, Ralph	Faculty
Soule, Oscar	Faculty
Spears, Helen	Budget Officer
Spence, Alan	Grants and Contracts Accountant
Spivey, James	Coordinator of Printing Services
Steilberg, Peter, Jr.	Director of Recreation and Campus Activities
Stenberg, Larry R.	Dean, Division of Developmental Services
Stepherson, Lemuel	Acting Director, Counseling Services
Stilson, Malcolm	Chief of Library User Services
Strecker, Robert A.	Plant Engineer
Tabbutt, Frederick	Faculty
Taylor, Nancy	Faculty
Taylor, Peter	Faculty
Teske, Charles B.	Dean, Humanities and Arts
Thompson, Kirk	Faculty
Unsoeld, Willi	Faculty
Webb, E. Jackson	Faculty
White, Sidney	Faculty
Wiedemann, Alfred	Faculty
Winkley, Kenneth	Controller
Workman, William	Programmer, Computer Services
Young, Frederick	Faculty
Youtz, Byron	Faculty

*As of January, 1972.

IX. Accreditation

ACCREDITATION

After the usual study of and visit to Evergreen, its people, programs, and facilities, the Northwest Association of Secondary and Higher Schools has approved (December 10, 1971) The Evergreen State College as a Candidate for Accreditation.



In the words of James F. Bemis, Executive Director of the Northwest Association: "Candidates usually qualify for federally sponsored programs. Also, the Veterans' Administration treats candidates the same as fully accredited institutions. For students transferring to other institutions, we recommend that their transcripts be evaluated as if from a fully accredited institution."

Evergreen will apply for full accreditation in three or four years, as soon as it has awarded a substantial number of Bachelor of Arts degrees.

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catalog supplement 1972-73

the evergreen state college

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THE EVERGREEN STATE COLLEGE

BULLETIN SUPPLEMENT

1972-1973 Coordinated Studies Programs
Opportunities for Individual Learning Contracts
On-campus Housing Rental Rates
Program Assignment Questionnaire

It is very important for you to remember that all of the Coordinated and Contracted Studies programs described in The Evergreen State College Bulletins are 1971-1972 programs and not 1972-1973 programs.

The programs that we will offer this fall, and from which you will choose, are not listed in either of the Bulletins. They are only listed and described in this supplement.

Read all of the material in this supplement carefully and then fill out the program preference questionnaire and mail it to:

Mervyn L. Cadwallader
The Evergreen State College
Olympia, Washington 98505

If you have any questions about a Coordinated Studies program, please write to or telephone the faculty listed after the description of the program. If you have any questions about Individual Learning Contracts, please write to or telephone:

Charles B. Teske
The Evergreen State College
Olympia, Washington 98505
Telephone--(206) 753-3414

If this is going to be your first year at Evergreen, you should plan to enter a Coordinated Studies program. However, if you are a junior or senior transfer student, and you do have a specific independent study project clearly in mind, then we may be able to sign you up with an individual learning contract. Ordinarily, we expect every new student to first get acquainted with Evergreen, its faculty, and its other resources through participation in a basic or advanced Coordinated Studies program. Once here, and well acquainted, you will be in a better position to draw up a contract for independent study and research.

We may not be able to give everyone his or her first choice of a program, so we are asking you to read all of the descriptions carefully and then select

your first, second, and third choices. We want to know how strongly you feel about these choices, and we want you to try and explain why you want the programs that you do.

If you are going to be a junior or senior transfer and you do want an independent contract, we still want you to select three Coordinated Studies programs that you would be satisfied with if we just cannot find a faculty sponsor for your project this fall. We also want you to describe your project in detail.

Will you be able to switch to another program once you get to Evergreen in the fall? Yes, if there is room in the program you want to change to.

Will the programs all be good? They really will be, and even better than this year. That's a serious promise.

Once we assign you to your fall program, your faculty team will contact you with suggestions for summer activities. You will already be a part of Evergreen.

While the 1972-1973 programs will be different (and better) than the 1971-1972 programs, they will cower the same fields, disciplines, and problems. Here is a guide to help you find the new programs that resemble the old. In the left-hand column are the 1971 programs. If you were attracted by one or more of the first-year programs described in the Evergreen Bulletin, then study the equivalents in the right-hand collumn.

THE 1971-1972 PROGRAMS	THE NEW 1972-1973 PROGRAMS
Were you interested in one of these?	Then read the descriptions of these:
Causality, Freedom, and Chamce	Natural and Social Science: A Modular Approach
	Life on Earth
Contemporary American Minorities	American Studies
Human Development	♁ ♂ Roles in Society
	Human Development II
	Learning about Learning
Individual in America	American Studies
	Western Civilization
	Mind and Body
Individual, Citizen, and State	Western Civilization
	American Studies
	Politics, Values, Change
Political Ecology	Life on Earth
	Human Ecology
	Natural and Social Science

Space, Time, and Form	Image and Idea
	Natural and Social Science: A Modular Approach
Communications and Intelligence	Image and Idea
Environmental Design	Human Ecology
Man and Art	Western Civilization
	Image and Idea
Evergreen Environment	Evergreen Environment
Human Behavior	♁♂ Roles in Society
	Learning about Learning
	Human Development II

Now read the descriptions of our new programs and then fill out the program preference questionnaire.

COORDINATED STUDIES FOR 1972-1973

Remember, Coordinated Studies requires you to read good books, carefully, to do a lot of writing, and to learn to seminar about the books and your writing. Perhaps you should reread the essay on Coordinated Studies in your Bulletin. One word of explanation -- normally, any advanced student may take a Basic Program. Advanced Programs do have prerequisites. These will be mentioned in the descriptions of the programs. If you think you are ready for the Advanced Program, and if you satisfy the program's prerequisites, then by all means put it down on the preference questionnaire.

We will offer eight Basic Programs:

Natural and Social Science: A Modular Approach
American Studies
Western Civilization: The Struggle for Freedom I
Human Ecology

Mind and Body
♁♂ Roles in Society
Learning about Learning
Japan and the West

And four Advanced Programs:

Human Development II
Politics, Values, Change
Image and Idea
Life on Earth: Past and Present

You will find the descriptions of the Coordinated Studies programs on the following pages.

BASIC COORDINATED STUDIES PROGRAM

Natural and Social Science: A Modular Approach
One Year Three Evergreen Units Each Quarter

GOALS

The study of any system or topic must bring to bear all of those traditional disciplines which are necessary to understand it. Modular science is an approach to the learning of science based on the belief that complex systems can be examined in depth from a multidisciplinary viewpoint and without the prerequisites of introductory courses. As a corollary, modular science is also committed to an examination of the vital relationship between science and society.

Each module will deal with the theoretical and practical aspects of the subject, as well as the social and historical implications. Development of technical skills, research techniques and concept understanding will be emphasized in the modules. Technical writing will be required. Students, upon completion of the module, will be conversant with current research publications in the module subject. They will have attained an upperclass level of sophistication for that subject by traditional standards.

ORGANIZATION

Modular science will consist of a sequence of short, intensive subjects each lasting about five weeks. The necessary background in each supportive discipline, e.g., biology, chemistry, mathematics, physics, economics, political science, psychology, and sociology-anthropology will be introduced as needed, using--where possible--self-paced units. Practical and technique expertise will be developed through research-oriented projects.

All modules will share a core seminar experience. Social, historical and philosophical issues within and between the natural and social sciences will constitute the basic subject matter of this component. Breadth and perspective

will be our goal here. Moreover, students and faculty will subscribe to SCIENCE magazine, or some similar journal which explores current issues in the social and natural sciences. Discussions will be led by both faculty and students and will focus on current relevance.

Modules will be spaced so that they terminate synchronously with the quarters. Some will be repeated within a year. A module will typically contain one to two faculty and 18 to 36 students.

PROPOSED MODULES

The modules generally fall into two broad categories. One category emphasizes the particular topics or expertise to be developed. The other type of module deals rather specifically with a particular system or problem. The following list of modules is tentative but represents current projections. The final offerings will depend on student interests and faculty staffing.

Topical Modules: data, information and computers; modeling and simulation of dynamic systems; public administration and decision making; oceanography; economics and public policy; marine biology; the law and consumer protection; comparative pathology.

System Modules: photosynthesis; ABM,MIRV; entropy; waves and particles; DNA; population; energy resources; polluted systems.

If you have any questions, write or telephone

Professor Fred Tabbutt Office #2108 Telephone (206) 753-3975
Professor Byron Youtz Office #1402 Telephone (206) 753-3965

BASIC COORDINATED STUDIES PROGRAM

American Studies I

Two Years Three Evergreen Units Each Quarter

The program will emphasize a concept approach to the relationship of history, art, music, literature, philosophy, and science in the development of modern America. American Studies will be divided into four divisions, each to run in chronological fashion from the founding of the Republic to the present. Each segment will be complete in itself, although study areas will overlap as the economic, social, political, and intellectual components of each dividion are examined.

Umbrella themes for each division will be:
Racism
Identity
Urbanization
Alienation

We will read widely into the novels, poetry, prose, history, philosophy, drama, and journalism of the United States. Films and music will be an integral part of the program experience. Questions we will address ourselves to will be searching inquiries into the nature of our society. Is it possible to identify who we are in our own time? What are the historic, and present, attitudes to be discovered under each umbrella topic? How racist, alienated, impacted, urbanized, and uncertain of our identity as a people are we? A lot? A little? All of the above? Let's find out...

The first year program will couple racism with identity. The second year will link urbanization with alienation. Since the library has acquired the University microfilms, AMERICAN CULTURE SERIES I and II (1492-1900) and the AMERICAN PERIODICALS SERIES, 1789-1900, students will have access to microforms of little-known, or hitherto unavailable, materials aside from text materials, films, and other sources. Reading and writing will be closely supervised;

students will be expected to carry on long-term study, or research projects, in addition to the seminar, lecture, film, and events series of the program.

If you have any questions, write or telephone
Professor Dave Hitchens Office #2218 Telephone (206) 753-3951

BASIC COORDINATED STUDIES PROGRAM

Western Civilization: The Struggle for Freedom I
Two Years Three Evergreen Units Each Quarter

This will be a program for students who want to read some of the great books of the past, along with contemporary literature. It will be a program dedicated to careful reading, good writing, and thoughtful conversation. If the life of the intellect excites you, if you love books, if you want to work hard on your writing then join us.

The program will take up the old and ever new problems of freedom and responsibility, peace and war, courage and cowardice, good and evil, individual and community. We will compare democratic Athens and America, and creative Athens and America. We will ask what manner of men and women were the Greeks, and who are we? What should we be and do? Why is this country called America? What should our rules in America be?

The best part of the program will be the books. Here are a few examples: Homer, The Odyssey; and Nikos Kazantzakis, Zorba the Greek; Sophocles, The Tragedies; and André Gide, Two Legends; Plutarch, The Lives of the Noble Greeks; and Lytton Strachey, Eminent Victorians; Plato, The Republic; and Franz Kafka, The Castle. We will read Herodotus, Aeschylus, Thucydides, Tocqueville, Dostoevsky, and Ibsen.

We will have weekly lectures, slide shows, and films. We will keep journals and use them in our creative writing. We will do individual and group research and creative projects. We will organize at least one trip to Europe for those who wish to do an overseas project. We are planning on a lot of hard, interesting, and rewarding work.

If you have any questions, write or telephone
Professor Richard Brian Office #2420 Telephone (206) 753-3985

BASIC COORDINATED STUDIES PROGRAM

Human Ecology

One Year Three Evergreen Units Each Quarter

As its title suggests, human ecology focuses on the ecology of man, past and present, rural and urban, primitive and civilized. The kinds of questions which will be explored, especially in the early portion of the program, include: How have man's relationships with his environment changed during his biological evolution? How has man's physical environment influenced his behavior and affected his cultures? Conversely, how has man's behavior affected his physical environment and his cultures? What has happened to man psychologically and sociologically as he "advanced" from a non-written agrarian culture "close to the soil" to highly complex communications-based industrialized cultures clustered in urban settings?

Since urbanization is largely characteristic of our times, and since the area between Vancouver, British Columbia and Portland, Oregon is prone to become a megalopolis, the major focus of the program, subsequent to the background described above, will be on the ecology of the city. How the energy and nutrient needs and wastes are met will serve as an organizer of information: this involves such matters as transportation of foods, water, wastes, and people; the economics of managing and processing that flow; the governmental regulation that assures that flow; and the legal processes that permit grievances and conflicts to be adjudicated. The end product of organizing the information will be to develop an ecological model of a city which can be adapted to computer use and thereby serve as a basis of both furthering understanding and permitting prediction. The model will be developed from evidence and information gathered on a relatively simple system like the city of Tumwater and, as time and experience permit, be extended to Olympia and perhaps to Tacoma and Seattle.

Basic information and perspectives will be developed in resource lectures, films, book seminars, workshops and field trips. As self-paced learning units are developed and/or identified they may supplement, complement, or replace some of the more traditional modes of information transfer. Considerable emphasis will be placed on the development of investigative approaches in the natural and social sciences. It is probable that most of the research will be by small teams, but individual students will doubtless identify individual projects within the overall study.

The faculty team will consist of: an ecologist versed in human evolution; a cultural anthropologist; an economist; a psychologist or behavioral scientist, a systems analyst or a communications specialist with competence in computer simulation.

If you have any questions, write or telephone

Professor Edward Kormondy Office #2109 Telephone (206) 753-3975

BASIC COORDINATED STUDIES PROGRAM

Mind and Body

One Year Three Evergreen Units Each Quarter

One of the major problems faced by many students and by too few educational institutions is the frequent lack of relevance of academic life to life as a whole. This program is an attempt to integrate the two by making the object of study the students' own lives. The superordinate program goal is to help each of us (about 100 students and five faculty members) to arrive at a better understanding of how our minds and bodies function, and of those aspects of society that directly influence our well being; and in so doing, to learn to live more effectively.

The more traditional academic aspect of the program will consist of becoming familiar with a broad body of information directly relevant to everyday life. This will include human biology (e.g., introductions to anatomy, physiology, nutrition, pathology), psychology (relevant empirical findings and theories of human behavior), philosophy (e.g., the mind-body relationship, existentialism, phenomenology) and sociology (the effect of contemporary institutions on the individual).

Concurrently, all of us will be working toward experiencing those aspects of our lives that correspond to what we are studying. Since we are equipped to sense change rather than stability, this will involve directly tapping into our own mental and physical processes, and influencing them through such disciplines as dance, Gestalt therapy, yoga, exercise, meditation, diet, etc. As such, a major part of the study of our lives will be through a direct and self-conscious attempt to improve them. Those interested in environmental issues might get into in-depth explorations of ecology, marriage and/or the family, educational systems, etc.

Books - Books will serve as sources of both information and vicarious experience. Some will be read by all of us; others will be followed up in accordance with individual interests. Figure on reading about one book each week.

Workshops - The purpose of workshops will be to keep our growing knowledge from outrunning our understanding. Workshop activities will range from "labs" in which specific skills will be learned and practiced in groups to solitary physical and/or mental workouts. All of us will be involved in at least one workshop each day.

Movies - There are many critical aspects of life that may best be experienced and explored from a distance; violence, for example. Movies are particularly useful in such instances as sources of vicarious experience. We'll try to have at least one each week.

Lectures - There will be lectures. We will bring in as many interesting outside speakers as we can find and afford, to augment disciplines represented by the faculty.

Seminars - We will meet in small groups regularly several times a week to compare notes on where we are at and what we are learning. The success of the program rests more on the meaningfulness of this exchange than on any other single element. Each of us will owe it to the others to be prepared to participate fully in every seminar.

Journals - A continuous daily progress report and chronicle of impressions will be kept by each of us, and will be open to all others to read. The major written requirement of the program (though not the only one) will be keeping it up to date. Hopefully through this we will learn something of writing, thinking, interpersonal dynamics, courage and truth.

Evaluation - Evaluation should occur as an ongoing process within the context of the journal. Formal evaluations based on participation in all of the pro-

gram's elements will be exchanged between students and faculty members at the end of each quarter.

If you have any questions, write or telephone either of the following:

Professor Greg Portnoff	Office #2403	Telephone (206) 753-3940
Professor Willie Parson	Office #2404	Telephone (206) 753-3940
Professor Will Humphreys	Office #2402	Telephone (206) 753-3940

BASIC COORDINATED STUDIES PROGRAM

♀♂Roles in Society

One Year Three Evergreen Units Each Quarter

"Life for both sexes...is arduous, difficult, a perpetual struggle. It calls for gigantic courage and strength. More than anything, perhaps, creatures of illusion as we are, it calls for confidence in oneself. Without self-confidence we are babes in the cradle. And how can we genera e this imponderable quality, which is yet so invaluable, most quickly? By thinking that other people are inferior to oneself."

Virginia Woolf, A Room of One's Own

♀♂Roles in Society seeks a more humane answer to this question. It seeks to develop an active intellectual awareness of the roles of women and men in contemporary society, and of the problems presented by these roles. It seeks above all to increase the sense of "personhood" in each of us, and to help us create a culture of humanity, not just of mankind. Ultimately it hopes to reduce exploitation of any person by any other person.

The group of students and faculty will work together to study identity and role formation as they are shaped by the body and the acculturation process. This study will be approached from the perspectives of biology, the social sciences and literature. The program would be a good choice for any student who wants a general background in social institutions or who wants to go into a public service profession, such as teaching, counseling, or social work.

MODES OF LEARNING

Seminars are the key to learning within the program. There will be two types of seminars -- book seminars and self-study seminars. At first, participants in the self-study seminars will be separated by sex, while book seminars will be arranged so that some are separated by sex, others not, in an attempt to determine how group dynamics are affected by these two mixes.

At the beginning of the third quarter, each student will spend one month working on an individual project. Possible projects include formal research, internships, political efforts, etc.

Several times throughout the year there will be skills workshops in "things I'm scared to do, or have been conditioned not to do." For example, there might be workshops on auto mechanics or computers for women and child care or home economics for men.

The program's faculty will probably include a biologist, a counseling psychologist, a sociologist, and a specialist in literature or the arts. Resources like films and guest lecturers will be used whenever possible and appropriate.

If you have any questions, write or telephone

Professor Nancy Allen Office #3516 Telephone (206) 753-3940

BASIC COORDINATED STUDIES PROGRAM

Learning about Learning

One Year Three Evergreen Units Each Quarter

This is a basic program for all students. Its purpose is to explore the nature of learning processes. Since intentional learning forms but a small part of all learning in one's life, the scope will be much broader than classroom settings. Some questions to be considered might be: What are the different learning theories? How does learning take place a) in structure/ unstructured situations? b) in institutional/non-institutional settings? c) among different age groups? d) in different organisms, particularly primates? e) in different cultures/ethnic groups in the United States? Are learning and education the same? What is the purpose of schools? How do I learn best? How can I help others learn? What kinds of environments, both human and physical, seem conducive to different kinds of learning? How do different people and settings affect what and how I learn?

This program will be a mixture of academic and real-life experiences. Phase One will last 15 weeks. During this period, different assumptions about and approaches to learning will be explored through seminars, readings, lectures, movies, and workshops. We will attempt to apply the techniques of various learning theories while we are in the process of studying about these theories. We will also work on the improvement of observation, communication and interviewing skills through the use of video- and audio-tapes and an ongoing analysis of the teaching/learning activities we are experiencing. Role-playing and observation in schools of faculty and board of directors' meetings will be used to help prospective teachers understand better how to implement innovative approaches in public schools. Time would also be taken for drawing up contracts and developing an observation-work plan for the coming internships.

Phase Two, lasting ten weeks, will be a combination of some internship activity with an ongoing review of the learning observed and experienced within that situation. The student might choose to work with some recreational program, correctional institution, school, drop-in center, therapist, etc., within a two-hour radius of TESC. Keeping a detailed journal will be mandatory during this period. This phase will begin with a four-week off-campus internship with seminars once a week. The next two weeks would be spent back at TESC for evaluation, sharing, and gaining perspective for making changes in the internship as needed. The following four weeks would again be spent off campus.

Phase Three, the last eight weeks, will involve sharing and evaluation of learning strategies observed and used by the student. This evaluation might have many uses: feedback to the agency, indication of areas within himself/herself that a student may wish to focus upon for improvement, a starting point for designing better learning techniques and environments, both personally for the student, or for groups. During this period it is also hoped that some kind of pooling of desirable learning strategies will take place. One focus of such a group effort might be designing a new school or appraising some aspects of learning at Evergreen.

Although this is a one-year program, it may have the option of being continued the following year as additional internships or group contracts.

If you have any questions, write or telephone
Professor Carolyn Dobbs Office #2601 Telephone (206) 753-3985

BASIC COORDINATED STUDIES PROGRAM

Japan and the West

One Year — Three Evergreen Units Each Quarter

This program is open to students at all levels; beginning and advanced students are all welcome.

Most of us understand how our own culture has shaped us only when we experience for the first time, in the sharp contrast between our ways and theirs. Other cultures are alternative worlds, and the people born into them experience a unique world. We cannot understand ourselves unless we appreciate how distinct and unique our world is; but to do that we must move from our culture and into that of the larger world outside.

The classic culture of Japan was one of the great cultures of the Orient, profoundly opposed to Western values. As the Japanese attempted, from the mid-nineteenth century on, to establish a Western democracy and a Westernized economy, every level of their culture shattered and was rebuilt. Militarism: Empire: The Second World War: The Atomic Bomb. Japan now faces, in extreme form, all the major problems of the modern world -- the collapse of tradition, population explosion, the effects of nuclear warfare, revolution in the role of women, mass industrialization, youthful unrest, ecological disaster, but faces them in a uniquely Japanese way.

Japan and the West is a basic program designed for two distinct groups of students:

1. For those students who want to study in Japan, the program will last almost two years. During the second quarter of the program these students will isolate themselves in a total-immersion language study program. Language study will continue through the third quarter, and perhaps into the summer. Their second year they will spend at least two quarters in Japan.

2. For other students the program will last only two quarters -- fall and spring. In this time they will acquire a general understanding of Eastern and Western cultures. During the second quarter, when the Japan-bound students are learning Japanese, these other students will be free to engage in their own specialized contracted studies.

We mean to study the whole of Japanese culture -- not just pots and Zen, but industry, politics, agriculture, family life, and history as well. Our aims will impose a fairly tight structure, and will demand preparation and work from everyone.

STUDENTS CONCERNED ABOUT HOW THEY MIGHT USE THEIR EDUCATION ONCE OUT OF COLLEGE SHOULD SERIOUSLY CONSIDER THE MANY CAREER OPPORTUNITIES OPEN IN INDUSTRY, GOVERNMENT, THE DIPLOMATIC SERVICE, AND HIGHER EDUCATION FOR PEOPLE WITH FLUENCY IN THE JAPANESE LANGUAGE AND INTIMATE KNOWLEDGE OF JAPAN.

If you have any questions, write or telephone
Professor Richard Alexander Office #2410 Telephone (206) 753-3985

ADVANCED COORDINATED STUDIES

Human Development II
The Second Year Three Evergreen Units Each Quarter

The objectives of the Coordinated Studies program in Human Development will remain the same in its second year as they were in its first: cultivation of the student's ability to interpret his life to himself and others in response to (1) readings in the social sciences, biology and the humanities, and (2) responsible work as a supervised intern in a local human service agency.

However, as regards its thematic component, in addition to the focus on human development in evolutionary and historical perspectives which characterized the first year's work, the second year will see us focus more sharply on several problematic issues of contemporary human development, such as human sexuality, the family, prolonged adolescence, old age, the affects of increasingly rapid cultural evolution on personality development. The particular issues will be chosen later this year by those first-year students and faculty who plan to continue into the second year.

Further decisions regarding the program's structural organization -- the pacing of book and self-study seminars, the role of the internship, films, lectures, special interest workshops -- will be made by the faculty after studying final evaluations of the first year.

Questions about how many new students can be admitted into the program in the fall of 1972, and what kinds of prerequisites for admission must be met by new students, will be announced.

If you have any questions, write or telephone
Professor Richard Jones Office #3409 Telephone (206) 753-3940

ADVANCED COORDINATED STUDIES

Politics, Values, Social Change

One Year — Three Evergreen Units Each Quarter

This program is constructed around two major premises:

1. that Western Civilization is today at some time-point in the development of a second reformation;
2. that this second reformation is a response to environmental change, and that the crisis conditions impose a time-press which allows only decades rather than centuries, to generate a new value system that will allow survival.

This program is grounded in the firm belief that rigorous analysis of the contemporary crisis is the surest path to the construction of a viable future. Hence, the program is "bookish," "intellectual," analytical, and not "action oriented." Critical elements of the program include: book seminars, methodology lectures, analytical papers on individual research, one-to-one conferences, and analytical workshops.

The first quarter will be devoted to the acquisition of analytical tools, and the refinement and practice in the application of these tools of a body of a material most closely analogous to our own times: the roots and fruits of the first reformation. These tools will be applied to Feudal Society in environment crisis, to the examination of the new values generated in the pre-industrial city, along with the personality conflicts this transition represented, and the behavioral response of men living in that time of crisis. The student project required for this quarter is the writing of a play about a historical figure using the premises that Eric Erickson and John Osborne used in their studies of Young Man Luther.

The second quarter will, after a brief look at the Political, Social, Scientific, and Psychological fruit of the reformation, concentrate upon the development of the value crisis in the environment of the late industrial society. The required student project is the writing of a play about the student's parents, using the Erickson-Osborne premises.

The third quarter will concentrate on the analysis of current pronouncements of the "new values" contained in the "second reformation," as well as an examination of the degree to which they complement and the degree to which they contradict the environmental constraints of the "post-industrial" society. Attention will also be paid to implied or stated social structures in which these values can, or are being carried out. The third quarter will culminate in the writing of a play about the student's own life, using the Erickson-Osborne premises.

If you have any questions, write or telephone
Professor Beryl Crowe Office #1405 Telephone (206) 753-3965

ADVANCED COORDINATED STUDIES

Image and Idea

One Year — Three Evergreen Units Each Quarter

Projects and Discoveries in Social Insight and Artistic Vision --

To perceive an image is to participate in the idea; to generate an idea is to create an image; in a sense, image and idea are inseparable.

What images/ideas do you have?
How can you express them?
How do images control our lives?
Can we shape our world through images?

PROGRAM

This program is project oriented with seminars developing from and focusing upon the problems that occur in image/idea expression. Problems dealt with will range from images as documents of our lives (social implications) to images as art (self-revelation). Within these limits, a broad interdisciplinary approach is magnetic, and electronic. Specific areas of involvement are photography, photo graphics, motion picture, television, and multi-media.

The program is organized into studio workshops, seminars, demonstrations, films, lectures, and project presentations. The program is divided into one- two- or three-week units. At the end of each unit, specific projects are presented and evaluated.

Discoveries in images/ideas will grow out of studio work and seminars. Seminars will be based on books, films, exhibitions, and presentations by lecturers from various fields. Books for the program will include:

Arnheim--Art and Visual Perception
Boorstein--The Image
Brett--Kinetic Art
Eisenstein--Film Form and Film Sense
Jung--Man and His Symbols
Kepes--Language of Vision
Klee--Pedagogical Sketchbook
Langer--Feeling and Form

McCann--Film: A Montage of Theories
Mast--Short History of the Movies
Moholy-Nagy--Vision in Motion
Pincus--Guide to Filmmaking
Shull--The Hole Thing
Skornia--Television and Society
Sontag--Against Interpretation
Youngblood--Expanded Cinema

Typical films seen will be Antonioni's Red Desert, Browning's Freaks, Vidor's The Crowd, DeSica's Bicycle Thief, Riefenstahl's Olympia, Murnau's Last Laugh, Griffith's Birth of a Nation, Flaherty's Moana, Eisenstein's Potemkin, Wells' Citizen Kane, Kurosawa's Rashomon, Fellini's 8-1/2, Godard's Breathless, Bergman's Seventh Seal, Bunuel's Viridiana, Hitchcock's Psycho, Bresson's Mouchette, Truffaut's Jules and Jim, Chaplin's City Lights, Ford's The Informer, and Resnais' Last Year at Marienbad.

Projects undertaken will include sound image sequences, pin-hole photography, paper negatives, sequence photography, sound recording, camera image control, single concept films, basic color techniques, sound editing, film editing, sound mixing, synchronous sound-film editing, video recording, multi-media presentations, and television recording.

By design, the program stresses group projects in filmmaking, television production, and multi-media presentations. These collaborative arts emphasize not only the skills of each contributing artist and craftsman but also the intricate social activity needed to coordinate efforts and assure that the highest technical and aesthetic standards are met. Individual projects are undertaken with suitable supervision and upon completion, the results are presented to the group for evaluation.

COLLABORATIVE ARTS WORKSHOP

In the spring term, a limited number of students will participate in projects leading to production of a major multi-media presentation. The primary focus will be idea-image events, projectors, and programmers in collaboration with the per-

forming arts. This will explore the possibilities for aesthetic and expressive unity.

ADVANCED WORKSHOP

A workshop limited to twenty advanced students will be offered on individual themes throughout the year. The themes are: Documentary and Experimental Motion Picture, fall term; Audio, Television, and Electronic Sound, winter term; Animation and Photo Graphics, spring term. Placement in advanced workshops will be limited to students who provide evidence of mastery of basic skills for each theme.

FACILITIES

Items regularly used by students of the entire program include a color television studio, eight track sound mixing console, multi-media programmers, sound and film editing equipment, professional animation stand, synchronous recording and mixing equipment, super 8 and 16mm motion picture cameras, view cameras, 35mm cameras, a fully equipped darkroom, and a film and sound library.

If you have any question, write or telephone
Professor Gordon Beck Office #2121 Telephone (206) 753-3975

ADVANCED GROUP RESEARCH CONTRACTS

How to be an Innovative Teacher
in a Public School System

Fall Quarter Three Evergreen Units Each Quarter

The core activity of this 3-credit contract for students very much interested in teaching in public schools will be a role-playing meeting each week during which the "students" will play faculty members in a hypothetical school and the "instructor" will be the principal of that school. An attempt will be made to create faculty meetings which closely resemble actual faculty meetings in a "typical" American school.

After the meetings (some of which will be videotaped), discussion will center upon analysis of why the meeting went the way it did, how it might have been handled more effectively, etc. Reading material will relate to the various issues which will emerge from the "faculty meetings". Internships, work in actual schools, observation of actual faculty and school board meetings, etc., will be encouraged.

If there are any questions, write or telephone
Professor Bill Aldridge Office #2216 Telephone (206) 753-3951

ADVANCED GROUP RESEARCH CONTRACTS

Music

One Year Three Evergreen Units Each Quarter

This program is designed to provide a working knowledge and the discipline necessary for students interested in improving their facility in music. Students in the program will be able to work in a number of areas, i.e., theory, composition, music history and literature. Private lessons will depend upon available faculty. Performance participation is an important part of the program and students will be able to work with literature from western and non-western music (including rock, jazz, folk, and music from ethnic cultures).

Other areas to be implemented in the form of workshops include: the use of electronics in music -- synthesizers, modulators, computers, oscillators, as well as recording, television, and film reproduction (including music scoring and syncronization); art; literature as used with music -- opera, vocal music, music theatre, and program music; philosophy -- aesthetics; and music theatre -- including production and set design problems.

If you have any questions, write or telephone

Professor Donald Chan Office #1412 Telephone (206) 753-3965

ADVANCED GROUP RESEARCH CONTRACTS

Impact of Buddhism on the West

Fall and Winter Quarter Three Evergreen Units Each Quarter

The recent rise of interest in China and Southeast Asia warrants a greater understanding of the major ideological forces that have shaped the cultures and traditions of the peoples of Asia. Because it has proven itself to be so adaptive to the variety of Oriental cultures from India to Japan, Buddhism is perhaps the most influential of the Asian ideologies. Furthermore, since the Nineteenth Century, there has been a slow but steady impact of Buddhist philosophy upon Western thought and culture. The aim of this program will be to acquaint the student with the history of Buddhism, a reading of the major texts in translation, and a study of the ways in which Buddhism has begun to adopt itself to the situation and problems peculiar to modern Western Civilization.

If you have any questions, write or telephone

Professor José Arguelles Office #1409 Telephone (206) 753-3965

ADVANCED GROUP RESEARCH CONTRACTS

The Evergreen Environment

One Year Three Evergreen Units Each Quarter

The Evergreen campus consists of almost 1,000 acres of forest land and some 3,000 feet of saltwater frontage with tidelands. Because of its many natural features, the campus is a true outdoor laboratory. Much needs to be learned about the plants and animals of these forests and tidelands. Information must be collected on soils, drainage, climate and land use. The main objective of this group contract will be the study of the Evergreen campus. Participating students will advance their knowledge of biology in three ways: (1) Books and papers dealing with contemporary ecological issues and research would be read by all students and discussed in weekly seminars. (2) Workshops designed to teach practical skills (such as small mammal census techniques, bird population counts, bird identification, plant identification, surveying, computer programming, insect collection and identification). (3) Small teams of two to three students each will develop and carry out field research on some aspect of the natural history of the campus. It is expected that students coming into the program will have a basic background in biology. Since field work often requires work at odd hours and on weekends, and since the weather at times can be unpleasant, only those with a strong desire to get involved in this type of work should consider this program. A student may register for one, two or three quarters.

If you have any questions, write or telephone

Professor Steve Herman Office #2416 Telephone (206) 753-3985

ADVANCED GROUP RESEARCH CONTRACTS FOR 1972-1973

A group research contract usually means that approximately fifteen advanced students and a member of the faculty will spend anywhere from one to three quarters working together on a single problem either on the Evergreen campus or in the field.

If you are currently enrolled at Evergreen and have already collaborated with the faculty designer in organizing the group research project, then you will be given the first chance at enrolling in these small and select programs.

If you are a new student, attending Evergreen for the first time this fall, then do not count on the possibility of signing up for a group contract. The chances will either be very slim in most cases or nonexistent. If the group research contract idea appeals to you then be patient, you will be able to help organize one in your second or third year at Evergreen.

Here are the Advanced Group Research Projects:

Music

Impact of Buddhism on the West

The Evergreen Environment

How to be an Innovative Teacher
in a Public School System

A Year in Sweden

Pest Population Management

Studies in History and Culture:
Europe and the United States
Since the Late Eighteenth Century

A Year in Mexico

Ceramics

Native American Field Studies

Man and His Recreational Environment

Whole System Earth:
Context and Content
for Future Planning and Education

Theatre Arts: from Script to Stage

Personal, Group, and Organizational Change

Alaskan Pipeline

Europe: Study Abroad

Art and Environment

We will assign currently-enrolled students to group research contracts on a first-come, first-served basis, so the sooner you turn in your form, the better.

Here are the descriptions of the Group Research Contracts:

ADVANCED COORDINATED STUDIES

Life on Earth: Past and Present
One Year Three Evergreen Units Each Quarter

Life began in some shallow sea on earth, perhaps three billion years ago. From that time, many lines of evolution have led to the diversity of species and the complexity of life processes we presently observe. Throughout the history of life, successful and not-so-successful evolutionary experiments have occurred. They can be deduced from the forms and functions of modern species and from the geological and fossil records. The reconstruction of the history of life and its environments, which is the subject of this advanced coordinated study, requires a search into all facets of biology, paleontology, and the geology of sedimentary rocks. We shall concentrate on marine, estuarine and fresh-water organisms and habitats which provide the most extensive historical record.

The content of the program will be integrated studies in the life and earth sciences. Concern will primarily be focused at the organism level of organization -- how the organism lives, how its life is integrated with the demands of its environment, what we can deduce about the answers to these questions as they pertain to fossil organisms. This emphasis is not to be construed as systematically eliminating study of organisms at other levels (e.g., cell and population). Rather we will seek the meaning of studies at those levels for the organism, because it is the organism which is subject to the process of natural selection.

The program will emphasize practice as the basis of theory. We expect about 80% of the student's time will be spent in field, lab, and library research, with only 20% of the time spent in discussion, lectures, etc. Students will undertake numerous small projects during the quarter, ranging from short standard-type exercises such as dissections, identification of samples from the field,

taking different kinds of measurements, etc., plankton surveys--what is present, in what quantities, at what times of the year; measurements of physical parameters of the environment over a quarter or through the year; settling studies--setting out substrates and counting organisms present after given times; extended metabolic adaptation studies, etc.

We expect that students, at the end of the year, will know a variety of field and laboratory techniques and experimental approaches to subject matter; will have some familiarity with organisms of the aquatic environment, their ecological and evolutionary (taxonomic) relationships, and their physiology and behavior; will have learned through frequent practice how to write a scientific paper; will know how to use the library and have a habit of reading journals.

Students must have previous science background to enter this program. At least some high school science is prerequisite, but more experience is recommended. Students with background derived from current Coordinated Studies (Evergreen Environment, Environmental Design, Political Ecology, Causality) would be able to handle the work. Familiarity with any of the following would be desirable, but not essential: basic chemistry and physics, evolution, genetics, cell biology (elementary), calculus, statistics, organic chemistry, physical chemistry. Students leaving this program should be ready to contract for independent research projects in organism biology or earth science with either a field or laboratory orientation, or could go on to take up further advanced Coordinated Studies such as chemistry/biochemistry/cell biology; matter and energy; the ocean; brains and other information processing devices; history of the earth and universe, etc. The program would be an appropriate choice for students preparing for careers or graduate school in life on earth sciences or related fields.

If you have any questions, write or telephone

Professor Linda Kahan	Office #2405	Telephone (206) 753-3940
Professor Peter Taylor	Office #3514	Telephone (206) 753-3985

CONTRACTED STUDIES FOR 1972-1973

If you are an upperclassman and hope to start with an individual learning contract, then remember that you must have a particular project well in mind and we must be able to find an appropriate sponsor and the necessary resources before we can approve an individual contract for this fall. To protect yourself against disappointment, do two things: first, select three Coordinated Studies programs that will be exciting and rewarding for you if you do not get signed up in Contracted Studies; secondly, write a carefully thought-out description of the project that you wish to pursue. Use the sample learning contract on the next page to help sharpen your ideas.

Here are the areas in which we may be able to provide Contracted Study:

Code No.	Area	Code No.	Area
___ 75	Biology	___ 88	Photography
___ 76	Botany	___ 89	Video Production
___ 77	Zoology	___ 90	Art History
___ 78	Ecology	___ 91	Visual Arts
___ 79	Oceanography	___ 92	Linguistics
___ 80	Astronomy	___ 93	American Literature
___ 81	Physics	___ 94	English Literature
___ 82	Earth Science	___ 95	Comparative Literature
___ 83	Chemistry	___ 96	Creative Writing
___ 84	Computer Science	___ 97	Theatre Arts
___ 85	Communications Theory	___ 98	Music History
___ 86	Mathematics	___ 99	Music, Applied
___ 87	Film History and Criticism	___ 100	Education

___ 101 Economics
___ 102 Business
___ 103 Political Science
___ 104 Sociology
___ 105 Psychology
___ 106 Counseling
___ 107 Anthropology
___ 108 Ethnic Studies
___ 109 History
___ 110 History of Science
___ 111 Philosophy

COOPERATIVE EDUCATION INTERNSHIPS FOR 1972-1973

The Office of Cooperative Education may be able to provide internships through individual learning contracts in these areas of interest:

___ The Sciences
___ Computer Science
___ Corrections
___ Counseling
___ Juvenile Rehabilitation
___ Medical Technology
___ Mental Health
___ Education
___ Communications and Media
___ Business
___ Law
___ Public Administration
___ Management
___ Political Science
___ Recreation
___ Graphic Arts
___ Advertising and Public Relations
___ Community Organization

If you have any questions, write or telephone
Kenneth A. Donohue Office #3223 Telephone (206) 753-3959

INDIVIDUAL LEARNING CONTRACTS

Good learning contracts at Evergreen should develop from acquaintance with specific faculty and from a student's capability for doing special advanced work. Think about it.

If you have any questions, write or telephone
Charles B. Teske Office #1608 Telephone (206) 753-3414

SAMPLE EVERGREEN STATE COLLEGE LEARNING CONTRACT

Name _____ _____ _____
Last First Initial

Short Title _____

Faculty Sponsor _____ Units of Credit _____

Additional help if essential to the contract _____

_____

Beginning date _____ Approximate date of completion _____

Purposes:

Previous experience:

Activities under this contract:

Support to be provided by the sponsor:

Results projected:

Methods of Evaluation:

Does this contract require special resources? If yes, attach explanation.

Student's signature _____ Date _____

Sponsor's signature _____ Date _____

ADVANCED GROUP RESEARCH CONTRACTS

A Year in Sweden

One Year — Three Evergreen Units Each Quarter

Beginning in January 1973, fifteen students selected on the basis of their desire and ability to study deeply some area of Swedish society, will spend two terms in intensive study of the Swedish language and culture while at Evergreen. They will then spend one year in Sweden (starting in August 1973), studying their particular interests in that society. Examples of aspects of Swedish society which may be studied are literature, mythology, political structure, educational system, care of the aged, science, history, etc.

Operating out of a location in central Sweden, each group member will take trips (about two weeks in length) gathering information about his area of interest. All members will then meet for about one week at the central location to share their experiences and information. This procedure will be repeated all year, allowing each participant to experience Sweden in depth. It should be emphasized that this is not simply a learn-by-traveling experience. Sweden is both subject matter and classroom, and each student will be pursuing serious study of some discipline in which he is interested. A final quarter of this 2-year contract will be spent at Evergreen preparing materials based on the experience.

If you have any questions, please write or telephone

Professor Bill Aldridge Office #2216 Telephone (206) 753-3951

ADVANCED GROUP RESEARCH CONTRACTS

Pest Population Management

One Year Three Evergreen Units Each Quarter

Pest Population Management will deal with ways of controlling plants and animals responsible for economic loss and disease. General studies will include an examination of main and side effects of pesticide practices, biological control techniques, and other existing control methods. A survey -- via reading, films, guest lectures and field trips -- will be made of species causing major medical and/or economic problems on state-wide and national scales. Studies in population dynamic theory, sampling statistics, genetics and general chemistry will provide the foundation for extensive field and laboratory work within the program.

Each student will make a specific application of knowledge acquired by conducting an investigation of at least one pest species selected by himself. The final product of this study will be a compendium of papers summarizing the necessity for control of the pest, the effectiveness and side effects of current control practices, the potential for control via techniques studied through the year, and a recommendation for a control policy optimally compatible with economic reality and ecological sanity.

If you have any questions, write or telephone
Professor David Milne Office #2107 Telephone (206) 753-3975

ADVANCED GROUP RESEARCH CONTRACTS

Studies in History and Culture:
Europe and the United States
Since the Late Eighteenth Century
One Year Three Evergreen Units Each Quarter

Studies in History and Culture will be an intensive historical and comparative examination of recent Western civilizations. Philosophy, science, literature and other arts, architecture, politics, social structure, and social thought will be explored in order to discover the historical interplay of ideas and institutions and the implications of this historical-cultural process for the present.

Students interested in electing this group contract for next year will want to know that Studies in History and Culture came into being largely as a result of conversations with students desiring a rigorous program of work in modern Western Civilization. The activities for the year are accordingly designed to meet this specific need in Evergreen students.

If you have any questions, write or telephone
Professor David Marr Office #2220 Telephone (206) 753-3951

ADVANCED GROUP RESEARCH CONTRACTS

A Year in Mexico

One Year Three Evergreen Units Each Quarter

In this program, the students will study in Mexico, in a simulated environment whenever authenticity is not possible. After two weeks of orientation and planning at Evergreen, the program will move to Mexico where the ancient civilizations of the Mayas and Aztecas shall be studied: their art, culture, religion, philosophy, archaeology, sociology, politics, astronomical and mathematical systems, and their advanced agriculture.

Then, through environment, study readings, research, lectures, discussions and field assignments, students and faculty alike will re-live the exploitation of the Axtecas by the Spaniards, and move on in this "snowball experience" to the consequent War for Independence and the Revolution, each time witnessing a particular period in the history of Mexico. The influence of the Spanish and French on the music, culture, religion, language and politics of the Mexican people will also be studied as the students experience their way through the history of these people to the development of a modern Third World Nation, and the contribution of the Chicano. Consideration of future developments shall also be made. This order of experience will hopefully also provide migrant experience beginning in the Southwest of the United States and working its way to Washington.

It is anticipated that the program will begin its study in Merida, work its way along the Gulf of Mexico and then jut down to Monte Alban before going north on to Cuernavaca, Mexico City and other surrounding cities where the ancient civilization of the Aztecas, the War for Independence and the Revolution can be experienced. The program will then work its way north and eventually witness the Chicano migrant experience as the border is crossed and the migrant route from Mexico to Washington is followed.

The students participating in this program are encouraged, with the help of the faculty, to explore their individual fields of interest in Mexico and then share their knowledge with the members of the program, Evergreen and various interested communities via presentations, essays, reports and position papers.

Study will take place in various colleges and communities throughout Mexico, as well as through field trips and working/living arrangements. Contact will be made with various pensiones, youth hostels and colleges for places in which to gather. There is no language requirement for the prospective student in this program; but, students are encouraged to learn some Spanish before going to Mexico.

This program is oriented to give the student a greater appreciation of multicultural diversity, and a more clearly defined and articulate base for responding to the world today.

If you have any questions, write or telephone
Professor Medardo Delgado Office #1413 Telephone (206) 753-3965

ADVANCED GROUP RESEARCH CONTRACTS

Ceramics

One Year Three Evergreen Units Each Quarter

The program is aimed at acquiring knowledge of the ceramic arts, and mastering skills and techniques. The whole range of ceramic process will be covered, forming, glazing, kiln building (as temporary facilities permit), and firing. Work will be done at all temperature ranges, and begin with a 3-week workshop in Raku Pottery.

There will also be emphasis on ceramic traditions, and ceramics as a source of art history. Weekly seminars will include slides, films and student presentations. Each student will be expected to research a ceramic tradition. This program will demand a strong commitment of time and physical energy. There will be a small lab fee to cover materials.

If you have any questions, write or telephone
Professor Peggy Dickinson Office #2212 Telephone (206) 753-3951

ADVANCED GROUP RESEARCH CONTRACTS

Native American Field Studies
One Year Three Evergreen Units Each Quarter

This advanced group contract will offer an opportunity during 1972-73 for intensive learning experiences in the Native American's life style, education, medicines, religions, economics, and attitudes toward all of the above-mentioned with heavy comparative emphasis of on- and off-reservation groups in both rural and urban settings. Examples of contacts are tribal council, urban Indian action groups, and Indian student unions on college campuses.

Many parts of the country will be observed and all of our learning experiences examined. To have these experiences, the classroom must be the Northwest and Southwest United States with our roles being that of social economically equal human beings rather than affluent student saviors.

The first few weeks of the fall will be devoted to preparatory work at TESC, followed by the rest of the winter months in Southern California, Arizona, and New Mexico. As the weather permits, we will migrate north into Oregon, Washington and then back to TESC for final compilation of our field trips, materials and final evaluations.

In this collective learning experience, the group may divide into sub-groups according to student interest. The group as a whole will meet once weekly and hold seminars centered around books such as these: Book of the Hopi, Native Americans, The New Indian Resistance, Custer Died for Our Sins, A Century of Dishonor, The Teachings of Don Juan, A Separate Reality. These seminars will also provide a forum for interchange of ideas and observations based on the student's day-to-day journals, field notes, Native American publications, etc.

If you have any questions, write or telephone
Professor Darrell Phare Office #1415 Telephone (206) 753-3965

ADVANCED GROUP RESEARCH CONTRACTS

Man and His Recreational Environment
One Year Three Evergreen Units Each Quarter

This is an advanced Contracted Studies, three quarters in length. Group members will study how changing work and recreation patterns in our country have affected the utilization of recreational land in the Western United States, Baja California, and Northwest Mexico. Academic work in this contract will consist of readings, weekly seminars, and visits by and with private and public recreation officials. The winter quarter is planned for field work. Students who would be unable to participate in the field experience would be encouraged to seek an internship. This contract is oriented towards understanding a problem in our society, and hopes to enable those who can bring more resources to bear on its solution or amelioration (private and public recreation officials), to understand it more fully.

If you have any questions write or telephone
Professor Paul Marsh Office #2205 Telephone (206) 753-3951

ADVANCED GROUP RESEARCH CONTRACTS

Whole System Earth:
Context and Content
for Future Planning and Education

One Year — Three Evergreen Units Each Quarter

Technologists, ecologists, social scientists and other professionals are actively examining social, political, and economic trends with a view to understanding the meaning of these trends for the future of the world and its inhabitants. The technologies these professionals invent to cope, the values they view as worth reinforcing, and the credence lent to their predictions by decision-makers will significantly shape the world in which students live and with which they will deal as they become teachers and decision-makers. This contract, therefore, is designed to examine trends (and those who make it their business to study trends) in energy, economic, political, social, communication and other systems and particularly examine what these trends and studies mean for contemporary and future education and planning. Students will be expected to participate in book seminars, workshops and debates and to prepare readers for other contract participants around areas of particular interest to them. A major thrust of this contract will be to communicate our understanding of trends and possible futures to other Evergreen students so that they can design their education around a set of coherent assumptions about the future.

If there are any questions, write or telephone
Professor Lynn Patterson Office #2415 Telephone (206) 753-3985

ADVANCED GROUP RESEARCH CONTRACTS

Theatre Arts: from Script to Stage
One Year Three Evergreen Units Each Quarter

The following group contract involves the student for one academic year: (1) participation in seminars, (2) intensive reading in the area of theatre history, scripts, and "theatre artists throughout the ages," (3) play interpretation and the promptbook, (4) special projects emphasizing acting, and directing, (5) active part in productions at Evergreen. Each student will devote the first two terms to basic studies, utilizing the third term in an area of his special interest.

If you have any questions, write or telephone
Professor Ainara Wilder Office #2603 Telephone (206) 753-3985

ADVANCED GROUP RESEARCH CONTRACTS

Personal, Group, and Organizational Change
One Year Three Evergreen Units Each Quarter

This group contract for 14-16 students will focus on the dynamics of planned change, with an emphasis on interpersonal communication, group dynamics, and systems theory dealing with ongoing organizations. Aspects of individual, group, and organizational psychology will be studied intensively through reading, writing, and experiencing through extended internships.

This is an advanced program. Students should be well-grounded in psychology and/or social sciences, and ideally have had some experience in counseling or working with groups. It is also hopeful that students in this contract have working with individuals, groups, or organizations as a career goal, for this contract, while not preparing a student to become a consultant, will be good preparation for graduate work in this field.

If you have any questions, write or telephone
Professor Ted Gerstl Office #2412 Telephone (206) 753-3985

ADVANCED GROUP RESEARCH CONTRACTS

Alaskan Pipeline

One Year Three Evergreen Units Each Quarter

This is a study of the history, politics, economics, sociology and ecology of the Alaskan Pipeline. Description: (1) three months' preparation on campus from September to December. This time will be used for students to familiarize themselves with general background material on the Pipeline, while also preparing to specialize within a specific discipline; (2) three months' field study, including part-time work with construction crews anywhere between Prudhoe Bay and Valdez. The student will be required to conduct pre-arranged interviews with oil company personnel, union leaders, local politicians, a number of environmental groups and last, but not least, "the natives" of Alaska.

The size of the group will be restricted to between 15 and 20 advanced students. It will be open to students who can accept "hard, down-to-earth work," don't mind getting their hands dirty, and can live in below zero conditions in isolated areas.

If you have any question, write or telephone
Professor Peter Robinson Office #3221 Telephone (206) 753-3975

ADVANCED GROUP RESEARCH CONTRACTS

Europe: Study Abroad

One Year — Three Evergreen Units Each Quarter

The TESC Europe Study Abroad Group Contract will depart for Europe during the first week of September 1972. The main purpose of this program is to allow each student the flexibility of determining, formulating and pursuing an individual contract of studies approved by the faculty sponsor(s) involved. While one of the main features of the group contract is to enhance the direct knowledge of linguistic experiences, faculty sponsor(s) involved are to assist in the acquisition of intellectual disciplines in other areas of study; e.g., Music, Anthropology, History, Philosophy, Literature, etc. Participation in intensive total emersion language seminars during the spring quarter, 1972, is a prerequisite. These seminars will also include for each country visited: (1) ethics, (2) politics, (3) customs, (4) history/culture, (5) economics, and (6) general preparation.

If you have any questions, write or telephone

Professor Cruz Esquivel — Office #1410 — Telephone (206) 753-3965

ADVANCED GROUP RESEARCH CONTRACTS

Art and Environment

One Year Three Evergreen Units Each Quarter

This group will study symbols, forms and rhythms as expressed in primitive, occidental, oriental, and contemporary cultures. It will ask such questions as: Are there universal symbols? And what is the relationship between man's environment and his creative expression?

Our methodology combines the conceptual, practical, and process approaches to art. Our approach includes the creative use of resources at hand in the local and regional community -- museums, galleries, lectures and practicing artists. We plan to create special presentations which express the results of our investigations into these questions through a variety of media, to be shared with the community.

If you have any questions, write or telephone
Professor Peggy Dickinson Office #2212 Telephone (206) 753-3951

Now read the section on new monthly rental rates for on-campus housing and then fill out the program preference questionnaire. Be sure to use the "index" when filling in titles and code numbers.

NEW MONTHLY RENTAL RATES FOR ON-CAMPUS HOUSING

Dear Student:

I am taking this opportunity to provide you with supplementary information regarding on-campus housing accommodations which was not available at the time the catalog went to press.

To begin with, the monthly rental rates for 1972-1973 are:

$70.00 for a four-student modular duplex apartment;
$68.00 for a five-student apartment;
$66.00 for a two-, three-, or four-student apartment;
$64.00 for a one-student studio unit; and
$60.00 for a two-student studio unit.

Students housed in studio units are expected to utilize the food plan, inasmuch as the community kitchens are available only for group meetings, etc., and not for everyday usage.

Next, the monthly rental agreement can now be canceled at any time of the month by filling out an Intent-to-Vacate form at least thirty days prior to the date you wish to move out. (Previously, the Agreement could be canceled only at the end of a month.)

Finally, there will be a floor manager on each floor of the apartment complexes (excluding the modular duplex units). This will result in increased efficiency in resolving maintenance problems, and provide you with a readily available contact person to assist you in housing-related problems.

Undoubtedly, other changes will occur before the advent of Fall Quarter, 1972. In those instances, I will take action to inform you; in the interim, should you have any questions regarding on- or off-campus housing accommodations, please write or call me at (206) 753-3129.

Sincerely yours,

Gerald

Gerald G. Burke
Director of Housing